

**TEACHERS' WORK EXPERIENCE AND PUPILS' SCHOOLING EXPERIENCE  
AS DETERMINANTS OF ACHIEVEMENT IN PRIMARY SCHOOLS**

by

**J. C. Munene, M. Odada, D. Kasente, J. Carasco,  
W. Epeju, Obwoya Kinyera Sam, M. Omona, and George A. Kinyera**

**UGANDA IEQ PROJECT - PHASE 2 RESEARCH**

**TEACHERS' WORK EXPERIENCE AND PUPILS' SCHOOLING EXPERIENCE  
AS DETERMINANTS OF ACHIEVEMENT IN PRIMARY SCHOOLS**

by

**J. C. Munene, M. Odada, D. Kasente, J. Carasco,  
W. Epeju, Obwoya Kinyera Sam, M. Omona, and George A. Kinyera**

**UGANDA IEQ PROJECT - PHASE 2 RESEARCH**

**© Uganda National Examinations Board, 1997**

**The Uganda IEQ Project is implemented jointly by the Uganda National Examinations Board and the Institute for International Research. It is funded by USAID as a component of the Support to Uganda Primary Education Reform Project. The research report presents the findings of the researchers and is in no way a reflection of the views of USAID, UNEB or IIR.**

## ACKNOWLEDGMENTS

The National Coordinator, John Munene, the other Principal Investigators - Matthew Odada, Joseph Carasco, and Deborah Kasente, all of Makerere University - and the Assistant Principal Investigators - William Epeju, Obwoya Kinyera Sam, Modesta Omona, and George A. Kinyera, all from the Institute of Teacher Education, Kyambogo - would like to acknowledge the assistance and cooperation of several institutions and many individuals in realizing this study.

The district education officials in Apac, Bushenyi, Iganga, Kampala, Kasese, Kumi, Lira, Luwero and Mpigi collaborated with us in the selection of schools to be included in the samples and participated actively at the district feedback sessions. Jinja Municipality education officials were generous to permit us at short notice to use schools in Jinja Municipality as pilot sites to test our instruments. The head teachers, teachers, pupils and the community of the schools that were included in our study gave the Research Team maximum cooperation during the entire research exercise. All the respondents participated enthusiastically in the research activities.

We are greatly indebted to our Senior and Field Researchers: Simon Bimbona, Sunny Isingoma, Elizabeth Kanayaka, Oliver Kizito, Vero Matovu, Miriam Mirembe, Naome Mpairwe, Annet Mugisha, George Mutekanga, Teo Nakagulire, Florence Nansubuga, Helen Ochaya, Marcy Ochera, Paul Semakula, Betty Sooka, Erias Sekandi, Jane Tumusiime, Jane Florence Aguti, G. Zipooru Athieno, Henry Mugabi Battega, Sulaiman Kirundi, Baisi C. Lubogo, Joseph Musoke, Ibrahim Ngobi, Anna Omoding, Elizabeth Opit, Yokobedi Ssebowa, Jamada Wadindi, Florence Ajungo, Lucy Anywar Okongo, William Goi, Patrick Ocen, Raymond Ogomarach, Christine Ojom, Kamella Okello, Joel Okura, Amo Okwe-Okaka, Richard Omara, Alex Atuke, Alex Bahati Baguma, Augustine Baluku, Vincent Birungi, Eugenia Bataizibwa, Hastings Kabaraho, Phoebe Kyomukama, Godfrey Mugisa, Mukirane Mugisa, Festo Mumbere, and Justus Muramuzi. They all worked with diligence.

We would like to acknowledge Patrick Mukakanya's contribution in discussing the earlier drafts of the research instruments, carrying out initial data analysis, and writing the earlier drafts of the research report.

IEQ UNEB staff (P. Okelowange, L. Kanyike and G. Bataringaya) played a key role in facilitating the successful conduct of the study. Ash Hartwell, Research Consultant for IEQ, reviewed the second draft of this report.

Finally, we would like to thank the UNEB IEQ Research Advisory Committee for giving us a unique opportunity to carry out the second phase of IEQ research in Uganda.

## TABLE OF CONTENTS

ACKNOWLEDGMENTS .....	ii
ACRONYMS .....	iv
EXECUTIVE SUMMARY .....	v
CHAPTER 1: INTRODUCTION .....	1
CHAPTER 2: METHODOLOGY .....	9
CHAPTER 3: FINDINGS AND INTERPRETATION .....	13
CHAPTER 4: SUMMARY, DISCUSSION AND CONCLUSIONS .....	38
CHAPTER 5: RECOMMENDATIONS .....	43
REFERENCES .....	45
Appendix 1: Selected Primary Education Indicators for the Sampled Districts .....	46
Appendix 2: Primary Education in Uganda 1987-1994 .....	47
Appendix 3: School Impressions .....	48

## LIST OF TABLES

Table 1: Ranked SMC and PTA Current and Wanted Management Roles .....	14
Table 2: Working Space, Water Source, and Playing Fields .....	14
Table 3: Latrine Posts .....	15
Table 4: Teachers' Guides in Primary Schools by Subject .....	15
Table 5: Teachers' Guides in Primary Schools per Class .....	16
Table 6: Primary Schools with at Least 40 Textbooks per Class per Subject .....	17
Table 7: Average Number of Textbooks per Subject by Class in Primary Schools .....	17
Table 8: Daily School Schedule .....	18
Table 9: Ranked Activities Observed During Classroom Observations .....	19
Table 10: Ranked Teachers Problems on Parents and Community Support by Quality and Location of .....	20
Table 11: Problems with Parents and Community by Female and Male Teachers .....	21
Table 12: Ranked Teachers' Problems with School Managers by Quality and Location of Schools .....	22
Table 13: Expressed Problems in Work Environment by Sex .....	23
Table 14: Factor Analysis of Teachers' Work Environment .....	23
Table 15: Ranked Perceived Environment by Type of School .....	26
Table 16: Factor Analysis of Teachers' Coping Strategies .....	28
Table 17: Correlation Between Teachers' Problems, Their Coping Strategies and Pupil Performance .....	30
Table 18: Ranked Reported Experiences with Parents by Quality and Location of Schools	31
Table 19: Problems of Pupils at Home and with Parents by Sex .....	32
Table 20: Pupils' Ranked Schooling Experiences by Quality and Location of Schools ....	33
Table 21: Pupils' General Schooling Experiences by Sex .....	33
Table 22: Ranked Pupils' Reported Experiences with Instructional Practice by Quality and Location of Schools .....	34
Table 23: Pupils' Experiences with Instructional Practice by Sex .....	34
Table 24: Factor Analysis of Pupils' Experience at School .....	35
Table 25: Correlation Between Pupils Experiences and Performance .....	37

## ACRONYMS

ADRA	Adventist Development and Relief Agency
AUTEP	ADRA Uganda Teacher Education Project
API	Assistant Principal Investigator
BEND	Basic Education for National Development
CMS	Church Missionary Society
DEO	District Education Officer
DEP	Diploma in Education, Primary
FR	Field Researcher
IDA	International Development Association
IEQ	Improving Educational Quality
LC	Local Council
MOES	Ministry of Education and Sports
NGO	Non-Governmental Organization
NITEP	Northern Integrated Teacher Education Project
NTC	National Teachers' College
NURP	Northern Uganda Reconstruction Programme
PAPSCA	Programme for Alleviation of Poverty and Social Costs of Adjustments
PI	Principal Investigator
PLA	Participatory Learning and Analysis
PLE	Primary Leaving Examination
PTA	Parents-Teachers' Association
PTC	Primary Teachers College
SHEP	School Health Education Project
SMC	School Management Committee
SOCADIDO	Soroti Catholic Diocese Integrated Development Office
SPED	Special Education
SR	Senior Researcher
SST	Social Studies
SUPER	Support to Uganda Primary Education Reform
TASO	The Aids Support Organization
TDMS	Teacher Development and Management Systems
TERUDO	Teso Rural Development Organization
UMEA	Uganda Muslim Educational Association
UMSC	Uganda Muslim Supreme Council
UNEB	Uganda National Examinations Board
USAID	United States Agency for International Development
UWESO	Uganda Women's Efforts to Save the Orphans
VIP	Ventilated Improved Pit
WFP	World Food Programme

## EXECUTIVE SUMMARY

This study investigates the antecedents and consequences of the teacher work environment as correlates of achievement in Ugandan primary schools. The work environment is understood as the perception and the reality of the conditions in which teachers work. The antecedents of concern include educational policies, parent and community support, children's conditions and school culture. The consequences of interest are schooling experience, and instructional practice. These antecedents and consequences were derived from an earlier baseline study, Factors Affecting School Effectiveness in Uganda: A Baseline Study (Carasco, J., Munene, J. C., Kasente, D., and Odada, M., 1996), which indicated that the antecedents and consequences correlate with the results of Primary Leaving Examinations (PLE) and the achievement tests developed for the first phase of IEQ research.

The study concentrates on the context in which the primary teachers are operating, their perceived and actual experience of this context, and how those impinge on learning outcomes.

The researchers selected 36 primary schools from the districts of Apac, Bushenyi, Iganga, Kampala, Kasese, Kumi, Lira, Luwero and Mpigi. They selected four schools from each district. Schools were selected if they were government-aided, had trained teachers and most of the basic facilities, such as offices, classrooms, staffrooms, stores and play fields. Nevertheless, the sample of schools was characterised by a marked shortage of libraries, general lack of water and a poor state of the classrooms. In each school, teachers assisted with the selection six pupils representing a range from high, medium and low performers in P2, P4, and P6. Three boys and three girls represented each class. Accordingly, 18 pupils per school were interviewed in Participatory Learning and Analysis (PLA) in two sets divided between the sexes. All the selected 648 pupils were also tested in literacy and numeracy. In each school, classroom observations were carried out in P2, P4, and P6, the target being three observations per each of the selected subjects (English, Mathematics, Science, and Social Studies (SST)). A total of 417 observations was done.

With regard to instructional materials, the situation varied from school to school. Generally, there were shortages in lower primary (P1 to P4). By subject, Science had the largest stock of textbooks, followed by English. SST was worst off. The schools were generally well stocked with teachers' guides. However, there were marked shortages of these in lower primary.

The pupils reported that their parents did not cater for their basic needs, that they abused them, and that they overloaded them with domestic responsibilities. In many cases, pupils cited shortage of food and

lack of basic requirements such as bedding and clothing. Their problems were in some cases aggravated by alcoholic and step-parents.

At school, pupils went through various experiences, some of which affected their performance adversely. Adverse experiences included, amongst others, frequent beatings, shortage of textbooks, lack of furniture, poor state of classrooms, and manual labour. The pupils also considered many of their teachers unfair, too demanding, unkind, and uninterested in teaching.

From factor analysis the researchers identified three factors that summarise children's experience at school. Two of the factors related to teachers. The third related to relationships among children. The factors relating to teachers were teacher irritability and teacher supportiveness. Teacher irritability refers to such teacher behaviour as getting angry when pupils asked questions and punishing pupils without good reasons. Teacher supportiveness refers to teachers treating pupils, the pupils enjoying the way teachers taught, and the teachers returning to pupils their exercise books after marking them. The third factor refers to victimisation of some pupils by other pupils.

The findings show that some of the schooling experiences correlated with pupils' achievement on numeracy and literacy tests administered by the researchers and with overall school performance on PLE. Both teacher irritability and pupil-pupil victimisation correlated negatively with PLE results and achievement tests. Teacher supportiveness correlated positively with literacy and the total score for literacy and numeracy.

Using both factor analysis and PLA the researchers described the bleak work environment of the teacher. PLA and factor analysis supported each other. Factor analysis revealed several descriptive characteristics of the environment. These were work strain, professional dissatisfaction, work overload and welfare. Work strain described stress suffered by the teachers as a result of the behaviour of the head teacher and school managers generally. Professional dissatisfaction defined the teachers' perception of failure by the teachers to do what they were trained to do because of lack of resources. Work overload involved teachers feeling of having too much work to do, probably due to the staff ceiling policy identified in Carasco et al. (1996). The PLA results described a similar environment. The highest ranked problem was poor administration composed of an indifferent, dictatorial, sectarian, and incompetent leadership.

The researchers identified three coping strategies the teachers used to deal with the environment. The



strategies were apathy, helplessness, and recycling of notes. Apathy summarised the most prevalent response to the environment. It included neglecting work, deliberately not exerting oneself fully in teaching, and teaching only the pupils who were bright enough to follow. Helplessness described the teachers' inability to develop effective strategies to deal with the environment. Recycling note related to teachers' unwillingness or inability to update their teaching notes.

In conclusion, the researchers found ample support for the relationship they hypothesised among teacher work environment, teacher experience of the environment and school performance. They discussed how the teachers, both female and male, feel underrated by the community in which they serve. They also noted that female teacher feel that they are disliked.

One overarching conclusion is the finding that teachers in primary schools may be experiencing the psychological state known as burnout. Burnout is the painful realisation that one is no longer able to help people one is responsible for and who need one's help and that one has nothing more to give (Pines et al., 1981). Burnout represents a depersonalisation of clients, a loss of caring, an attitude of cynicism towards them. It also represents a sense of apathy and loss of interest. The teachers and pupils reported among the teachers sufficient behaviours characteristic of burnout, and the researchers observed some of those behaviours. Such behaviours, reported by the teachers themselves, included the teachers paying attention only to those bright enough to follow and deliberately not exerting themselves fully in teaching. Of their teachers, pupils reported that teachers get easily irritated when asked questions in class, that they abuse and beat pupils without good reasons, and that they do not return exercise books they collect ostensibly for marking.

A second major conclusion is the finding that the schooling experience of pupils is important in determining their performance at school. In this study, schooling experience refers to children's interaction with their homes and with the schools in matters relating to learning and learning readiness. Thus, failure of parents to create conditions to do homework is a measure of the child's schooling experience. Parents who allow their children to be hungry at school contribute negatively to schooling experience. Performance correlates negatively with bullying of some pupils by other pupils. Irritability of the teacher also negatively correlates with the performance of the pupils.

Finally, the researchers reiterate the centrality of the teacher in the educational reform. That centrality was first pointed out in Carasco et al. (1996). The researchers therefore recommend that emphasis in the balance of reform should swing towards the TEACHER.

Considering the many reported and excessive physical punishments that teachers are now meting out to primary school children, the researchers recommend that a study should be commissioned to examine the level of burnout among primary school teachers.

The study has identified some of the causes of burnout. These should be dealt with in the school reform. One important factor is the stressful environment caused mostly by the style of school administration. The researchers recommend that school administrators be made aware of the consequences of their styles for their teachers and therefore for the pupils who always end up at the receiving end.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background.

Uganda, like several other African countries, is undertaking systematic study related to educational reform. In Uganda, one of the purposes of research in educational reform is to enable the country to determine "the extent to which the quality of education we are giving has deteriorated and what interventions are needed to put in place to arrest the situation and put education back on course" (Ongom, 1995, p. iii). That is because Uganda's education system has degenerated from one of the best to one of the worst in sub-Saharan Africa. Recent information indicated that 47% of practicing teachers are untrained while pupil participation is characterized by 19% repetition and 34% dropout rates (Kiganda, 1996).

In its attempt to contribute to the improvement of the quality of education, IEQ's specific objectives are to

1. contribute to the baseline data on primary education in Uganda,
2. respond to the information needs expressed by key stakeholders in primary education,
3. illuminate the progress and impact of efforts to reform and rehabilitate primary education in Uganda,
4. provide formative information that can feed into the design and correction of interventions and validate policy reforms in primary education, and
5. provide information on the impact of educational reforms and other efforts to improve educational quality as these efforts mature (UNEB/IEQ, 1996 p. 4).

In the first phase one of IEQ research, Carasco, Munene, Kasente, and Odada (1996) examined the two objectives. They identified five factors to be central in determining the effectiveness of primary schools in Uganda: the state of the basic facilities, community involvement, support of the educational system, leadership of the head teachers, and quality of teachers. A correlation

analysis of the data indicated the teacher factor to be the most important variable in explaining the performance of primary school pupils. This finding corroborates the 1989 Education Policy Review Report, "Education for National Development and Integration," which stresses, inter alia, the importance of the teacher factor: "There is no educational system better than the quality of its teachers." In recognition of this, the 1992 Government White Paper on Education stresses the improvement of conditions and context of teachers' work as a priority area for improving the quality of education at the primary school level.

## **1.2 Research Problem**

This study investigates the antecedents and consequences of the teacher work environment as correlates of achievement in Ugandan primary schools. The work environment is understood as the perception and the reality of the conditions in which teachers work. The antecedents of concern include educational policies, parent and community supports, children's conditions and school culture. The consequences of interest are schooling experience, and instructional practice. These antecedents and consequences were derived from an earlier baseline study which indicated that these correlate with the results of Primary Leaving Examinations (PLE) as well as individual pupil achievement (Carasco, et al., 1996).

## **1.3 Research Objectives**

The objectives of the study are to

1. collect data to inform primary education policy reform aimed at improving teaching and learning at the classroom and school levels,
2. identify teachers' problems on work environment,
3. examine the relationship between teachers' effectiveness and their perceived conditions and context of work, and
4. identify pupils' conditions which affect learning outcomes.

## **1.4 Research Questions**

The study focussed on the following research questions:

1. What problems do teachers find with school management and the community?
2. What problems do pupils find with their parents and their homes?
3. What is the perceived work environment of the primary school teachers in Uganda?
4. Does the teacher's perceived work environment correlate with achievement in primary schools?
5. What teacher work conditions correlate with achievement in primary schools and how?
6. What problems do pupils find with their schools and which ones correlate with achievement in primary schools?

## **1.5 Significance of the Study**

The data provided in this phase of the study will

1. enable teacher educators to assess the effectiveness of reforms in pre-service and in-service courses, e.g., by ascertaining the relevance of the changes in primary teachers' education and the methods used in training teachers during the reforms in education,
2. provide information for policy makers, managers of education, teachers and the communities in Uganda to achieve better quality education, and
3. provide a base for further research into quality primary education

## **1.6 Scope of the Study**

The study concentrates on the context in which the primary teachers operate, their perceived and actual experience of this context, and how those impinge on learning outcomes. The study used a representative sample, selecting schools from the best and worst performing schools in PLE in the respective districts, namely Apac, Bushenyi, Iganga, Kampala, Kasese, Kumi, Lira,

Luwero and Mpigi.

The study is divided into four chapters. The rest of the present chapter (Chapter One) outlines the theoretical model used in the study, reviews literature, and presents hypotheses tested. Chapter two discusses the methodology. Chapter three presents the results. Discussion, summary, and conclusions are found in chapter four. Chapter five presents the recommendations.

### **1.7 The Conceptual Framework: Teacher Work Environment**

The study used a three-factor model that focused on teacher work environment and instructional practice. In this study, the environment is the reality and the perception of the conditions in which teachers work. Following the model by Heneveld and Craig (1996), the researchers refer to the first factor as "**supporting inputs.**" These supporting inputs include implemented educational policy at the district-level and national-levels. They also include the material, financial, expectations and other inputs by the parents and the community the school serves.

The second factor is the "**human factor**" and is composed of school culture, the perceived work environment and conditions of the teacher (Carasco et al., 1996) and children's conditions (Heneveld and Craig, 1996). School culture is defined to a large extent by the leadership of the head teacher and other senior staff (Heneveld and Craig, 1996; Carasco et al., 1996). It is reflected by the relationship between staff and pupils and it is shaped by the perception of the leadership, the teachers, and the pupils about rewards and incentives or lack of these (Carasco et al., 1996). An interactive relationship is proposed between teacher work experience and the pupils' experience in school. Children's conditions are considered in terms of learning readiness, health, and nutritional status. The interactive relationship implies that the teachers perceive their work in relation with the characteristics of the pupils, while the pupils' readiness to learn is to some extent shaped by the meaning they attach to the behaviour of their teachers<sup>1</sup>. School culture, teacher experience, and pupils' conditions individually and in combination influence

---

<sup>1</sup> This is not a study in the factors that influence the perception of work by teachers. Rather it is about whether or not and how the perceived teacher work environment may or may not influence achievement at school.

instructional practice and the schooling experience of pupils.

Under the third factor, "**Practice**," the researchers include the performance of the children defined in terms of learning outcomes. They consider the outcomes to be a subset of what routinely happens at school (practice). Schooling experience on the other hand, is akin to teacher work environment as defined in this study. It depicts the pupils' understanding of the school setup, their evaluation of their role in the school, their overall evaluation of being a pupil with specific obligations such as doing home work, providing labour at school, and being able to play and learn at school (Carasco et al, 1996). Instructional practice includes the tasks of the teacher which are directly related to the planning and delivery of knowledge such as managing pupils in the classrooms, setting and marking assignments and evaluating pupils. Instructional practice and schooling experience influence learning outcomes. See Fig.1.

## **1.8 Literature Review**

It is generally accepted that improvement of teaching and learning are the result of a combination of policy, professional culture and practice, as well as student and family educational resources and values (Furham, 1995; Cohen, 1995 ).

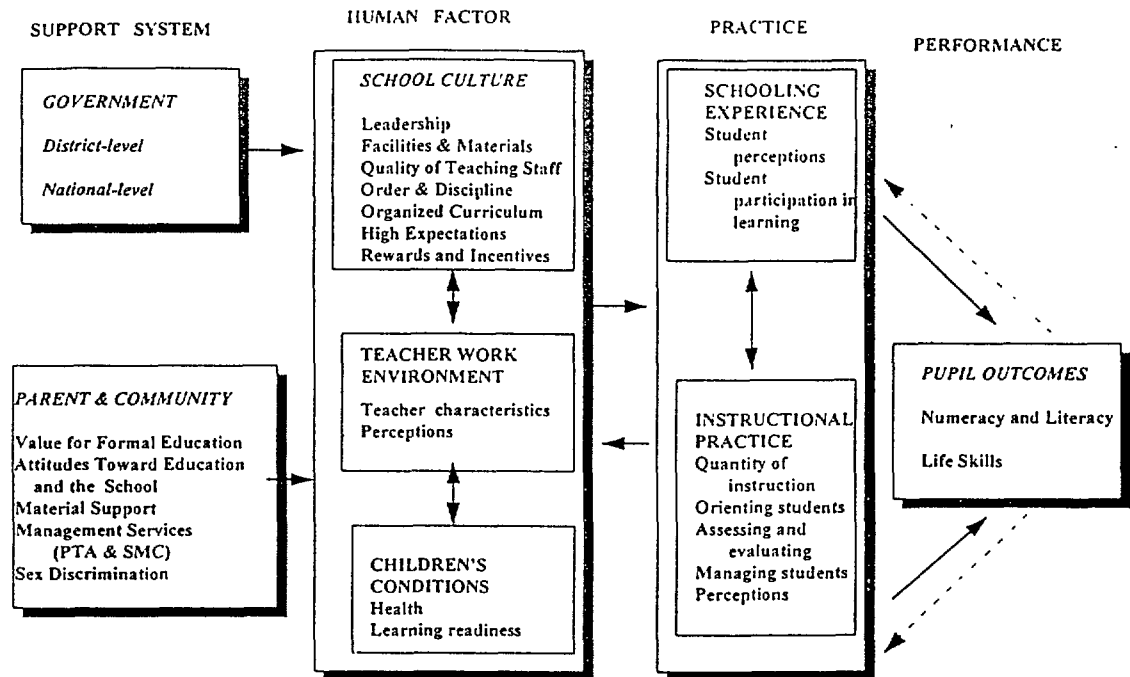
### **1.8.1 Educational Policy and School Outcomes**

Educational policy at both national and local/district is central in the improvement of educational quality (Gardner, 1985). Whitehead (1993) discusses how "the crisis of confidence in school effectiveness has pushed education to the top political agenda." Kirst (1995) has reviewed the role of intergovernmental relations in improvement of education. At the national level, planners and politicians set goals, control funds and allocate human resources. At the local level, agents of change, such as district education officers, head teachers and teachers, modify the policies set to suit local conditions, including changing the curriculum. However, they may also influence the quality of education by failing to make the necessary local policy adjustment (Gardner, 1985).

Making or failing to make the necessary adjustment to policy at the local level may often

have to do with the teacher factor as understood in this study. According to Gardener (1985), important local policy interpreters include experienced teachers in pivotal administrative posts who may be involved in the initial and in service training of teachers. Thus factors that influence school culture and teacher work environments are found at both national and local levels.

Fig. 1 TEACHER AND PUPIL EXPERIENCES IN PRIMARY SCHOOLS



### 1.8.2 Parent/Community and School Achievement

Another correlate of school outcomes is the role of the parents and the community (Heneveld and Craig, 1996; Carasco et al., 1996). The parents support the school achievement by providing a mentally stimulating environment (Lockheed and Vespoor, 1991). Carasco et al., (1996) found that the better schools were the schools where the communities provided material support and valued formal education. Cohen (1995) asserts that the performance of teachers will vary according to how they perceive the effort they put into instructional practice is valued by the community. If, for instance, teachers perceive that society does not value a highly accomplished learner, they make little effort



to produce proficient pupils.

### 1.8.3 School Culture and School Performance

School culture is to be understood simply "as the way things are done here" and is considered to be a reflection of leadership quality and the school character (Schein, 1985). It includes the use that is made of the available resources (e.g., the classrooms, grounds, and instructional materials). It includes the quality of the teaching staff, and the level of order and discipline in the school, as indicated, for example, by the observance of a daily schedule. It is also reflected by the relationships between staff and pupils and the expectations that teachers have for the pupils. It is shaped by the perception of the leadership, the teachers, and the pupils about rewards and incentives, or lack of these (Carasco et al., 1996). Carasco et al. found that a combination of aspects of school culture was the single most important correlate of school performance. Those aspects included presence of the head teacher, keeping of time by the head teacher, school starting on time, and whether schools followed the timetables.

### 1.8.4 Teacher Work Environment and School Effectiveness

Cohen (1995) has been succinct regarding the centrality of the teacher factor. He asserts that the success of educational reform depends on teachers' awareness of new policy, attitudes toward the reforms, incorporation of reform ideas in daily conversation, professional values and commitment, and knowledge of the subject matter. Carasco et al. (1996) confirmed some of these assertions and, **what is more important, showed that such characteristics of the teacher are directly influenced by the way the teachers perceive their working environment.** In effect, it is the teachers' experience of their working environment and conditions that determine the degree to which reforms will increase school effectiveness.

### **1.8.5 Pupils' Conditions**

Heneveld and Craig's (1996) comprehensive summary of school-related literature for instance singles out pupils' conditions but fails to discuss pupil conditions as a measure of community involvement. A similar shortcoming was reflected in the priorities outlined by stakeholders at the IEQ launching forum (see Report on Uganda Improving Educational Quality Project Launching Forum, 1995).

### **1.8.6 Instructional Practice, Schooling Experience and School Outcomes**

A consensus exists in the literature that instructional practice (or teacher classroom behaviour) is a significant determinant of learning (Dradri, Aser, and Patry, 1990). The instructional practices that are significant include quantity of instruction, orienting, teaching, assessing, and evaluating, and managing students (Anderson, 1987). The teachers' behaviours are a major ingredient in the pupils' schooling experience. Carasco et al., (1996) have indicated that pupil outcomes are related to schooling experience. However, a general absence of studies regarding schooling experience hinders a critical analysis of its role in the implementation of reforms.

## **1.9 Hypotheses**

The study set out to test three hypotheses.

1. There is a relationship between teachers' work environment and school performance.
2. There is a relationship between teacher characteristics and school performance.
3. There is a relationship between schooling experience and pupil performance.

## CHAPTER 2

### METHODOLOGY

#### 2.1 Research Design and Sample

The study used 2 x 2 cross-sectional survey design. In each district, the researchers selected two rural and two urban schools. For each set, one of the schools was from the best and the other from among the worst performing schools on the PLE in the four-year period preceding the study, 1992-1995. The researchers selected 36 primary schools from the districts of Apac, Bushenyi, Iganga, Kampala, Kasese, Kumi, Lira, Luwero and Mpigi. Schools were selected if they were government-aided, had trained teachers and had most of the basic facilities, such as offices, classrooms, staffrooms, stores and play fields. The principal investigators accomplished that with the assistance of the Uganda National Examinations Board (UNEB), and the respective District Education Officers and District Inspectors of Schools. In each school, P2, P4, and P6 were the classes the researchers observed and the pupils who directly participated in the research came from those classes.

Teaching staff assisted the researchers to select six pupils from each of the three classes, leading to a total of 18 pupils per school. From each of the classes, three of the pupils were girls and the other three boys. For each class and for either sex, each pupil represented a performance category, high, medium or low performers. In each school, the researchers divided the 18 pupils by sex into two groups and interviewed in PLA sessions. The researchers also administered literacy and numeracy tests to the same pupils. Six hundred and forty-eight pupils were involved. In each of the classes in the study, the target was that the researchers would carry out one classroom observation in respect of each of the four target subjects (English, Mathematics, Science, and SST). Of the possible 432 observations, 417 were done.

Every teacher in the 36 schools was required to fill out a questionnaire. Five hundred and eleven teachers did that. A representative sample of teachers in each school also

participated in PLA in two sets divided by sex. The 36 head teachers were also interviewed and given questionnaires to fill. Aiming at five persons for each school, the researchers interviewed 166 representatives from the community. For each school, the interviewees included members of the Parents-Teachers' Association (PTA), the School Management Committee (SMC), and at least one ordinary member of the community who had a child in the school.

## **2.4 Measurement**

Several variables were measured using both qualitative and quantitative strategies. Focusing was on community value for education, school culture, teachers' characteristics, teacher work environment, teachers' coping strategy in work environment, children's conditions, schooling experiences, instructional practice, PLE, and literacy and numeracy tests. Where possible, the researchers developed indices to represent variables. This was done either through factor analysis or by combining discrete constructs. Below are the indices constructed and used.

### **2.4.1 Teachers' Work Environment Indices**

1. *Professional Dissatisfaction Index* refers to items showing that teachers are satisfied with professional resources such as presence of guides, textbooks, instructional materials, facilities, furniture etc.
2. *Work Strain Index* refers to items depicting the leadership style of head teachers such as dictatorship, harshness, and unfairness.
3. *Welfare Index* refers to teachers' housing, salaries, incentives and medical care.
4. *Perceived Work Environment Index* pooled together scores relative to in professional dissatisfaction, work strain, and welfare. It was used to rank the schools in order of perceived environment severity.

### 2.4.2 Teachers' Coping Strategy Indices

1. *Recycling Notes* depicts teachers who rely on old notes, such as those from their Primary Teacher Collage days and those collected from other teachers.
2. *Helplessness* refers to the teachers' inability to deal meaningfully with a situation.
3. *Apathy* refers to teachers giving little written exercises that are marked, cutting lessons and ignoring slow learners.

### 2.4.3 Pupils' Schooling Experience Indices

1. *Teacher Supportiveness* embraces a sum total of being treated equally + playing and learning + teachers return exercise books + the way teachers teach.
2. *Pupil-pupil Victimization* refers to problems that are caused by other pupils. It includes having books stolen by other children + boys disturbing girls + bullying.
3. *Teacher Irritability* is the sum total of pupil mistreatment in school, i.e., teachers abuse + teachers cane + teachers poach pupils' belongings + teachers cut lessons + teachers are angry when pupils ask questions.
4. *Child School Experience* pooled together the scores in 1, 2, and 3 above. Lower scores indicate poor experience.

#### **2.4.4 Performance Indices**

Two measures were used. One was an administrative measure of school performance provided by the District Education Officers. Using this measure, the researchers selected good and poor schools. This was determined by looking at the performance of the schools in the PLE from the four years preceding the research (1992 to 1995).

The second measure was the literacy and numeracy achievement tests developed in the first phase of IEQ research (Carasco et al., 1996). In the study by Carasco et al. (1996) those tests strongly correlated with the PLE Performance Index. In the present study, correlations were obtained between numeracy, the PLE Performance Index, and the administrative measure indicated above.

#### **2.5 Research Instruments**

The instruments were developed by researchers and pretested in nine primary schools in Jinja Municipality. Thereafter, the following instruments were used at each of the 36 schools studied:

1. Daily Checklist
2. Physical Culture Checklist
3. Head Teacher Questionnaire
4. Teacher Questionnaire
5. Classroom Observation
6. Individual Interviews, Achievement Tests (Literacy and Numeracy),  
Schooling Experience.
7. School Profile Essay Guidelines.
8. PLA Tools: Problems Identification, Problem Preference Ranking, Pair-  
wise Ranking, Problem/Cause/Coping Strategy Matrix.
9. Management Role Questionnaire.

## CHAPTER 3

### FINDINGS AND INTERPRETATION

The findings presented here are based on the three factors of the model namely: **Support system, Human factor, and Practice-Performance factor**. These findings are based on PLA, observation, questionnaire and interview data.

#### 3.1 Support System for Primary Education

Government-aided primary schools expect support from central government, local governments, parents and community. Expected support includes physical facilities such as buildings, instructional materials (e.g., text books), and human resources, particularly trained teachers.

A grassroots and spontaneous support system in the last two and half decades has been the community, through the PTA. This study examined the importance of PTAs by finding out the roles the PTAs have been playing and which ones they should play. To get this information the researchers interviewed five adults from the members of SMC; members of the PTA; opinion leaders in the community, such as Local Council members, teachers, and head teachers; and an ordinary parent not falling in any of the above categories. Table 1 summarizes the findings. The first column outlines seven roles on which there was at least 70% agreement. The second column shows who is predominantly involved in a given activity. The third role shows respondents' expressed desire regarding who should be playing that role.

Looking at the ranks re current roles, the reader will see that the respondents ranked the PTAs' most important current role as providing school buildings. Determining teacher salary is least important. The respondents indicate under "Who Should Be Involved" that they would like the PTAs to take a more active role in making school budgets and determining discipline at school. Ranking budgetary responsibility as number one among

**Table 1: Ranked SMC and PTA Current and Wanted Management Roles**

Roles	Who Is Involved		Who Should Be Involved	
	SMC	PTA	SMC	PTA
1. Making school budget	2	3	1	1
2. Determine discipline	1	4	1	2
3. Constructing school buildings	3	1	4	3
4. Mobilizing school furniture	4	2	4	4
5. Mobilizing funds for school books	5	5	5	5
6. Replacing school management committee members	6	6	6	6
7. Determining teacher salary	7	7	7	7

the many roles the respondents would like to see PTAs play in primary schools goes contrary to the recent government pronouncements that tend to remove financial management and resource acquisition roles from the PTA.

### 3.1.1 Physical Facilities

The majority of the schools studied have basic physical facilities, but most of the facilities were in poor physical state. Generally, the schools lacked water. Table 2 summarizes the findings on all the basic school physical facilities, except the findings on latrine posts which are in Table 3. Five schools (14%) did not have separate latrine posts for boys and girls. The rest had them separated.

**Table 2: Working Space, Water Source, and Playing Fields**

	Enough Class-rooms	Good Room Quality	Office	Staff Room	Library	Store	Water Source	Play Field
YES	67.7%	30.6%	100%	72.2%	36.1%	66.7%	52.8%	97.2%
NO	32.3%	69.4%	0.0%	27.8%	63.9%	33.3%	47.2%	2.8%



**Table 3: Latrine Posts**

Latrine Posts in Schools		Girls' Latrine Posts		
Number of Posts	Number & Percentage of Schools	Number & Percentage of Posts with Doors	Number & Percentage of Sch. with Posts within Enclosures	Number & Percentage of Sch. with no Posts Exclusively for Girls
0	0 (0%)	-	-	5(13.9%)
1-5	7(19.4%)	13(36.1%)	10(27.8%)	-
6-10	16(44.4%)	5(13.9%)	4(11.1%)	-
11-15	9(25%)	2(5.6%)	1(2.8%)	-
16-20	1(2.8%)	1(2.8%)	0(0%)	-
21 and over	3(8.3%)	0(0%)	0(0%)	-
<b>Total</b>	<b>36(100%)</b>	<b>21(58.4%)</b>	<b>15(41.7%)</b>	<b>5(13.9%)</b>

### 3.1.2 Instructional Materials

In the study, instructional materials referred to teachers' guides and pupils' textbooks. The subjects of concern were Mathematics, English, SST, and Science. Tables 4, 5, 6 and 7 present the data on those instructional materials.

**Table 4: Teachers' Guides in Primary Schools by Subject**

No. of Guides	Maths		English		SST		Science	
	No. of Schools	% of Sch.	No. of Sch.	% of Sch.	No. of Sch.	% of Sch.	No. of Sch.	% of Sch.
7 (All)	27	87.1	20	69	13	44.8	22	75.9
4-6	3	9.6	7	24.1	9	31	5	17.2
1-3	1	3.2	1	3.4	5	17.2	2	6.9
0	0	0	1	3.4	2	6.9	0	0

Most schools (87.1%) have all the seven teachers' guides for Mathematics, while only 44.8% of the schools have all the teachers' guides for SST. Further, 24% of the schools have three or less guides for SST. The distribution of teacher guides might indicate the emphasis put on mathematics and sciences. It may also reflect the influence of PLE on the teaching at primary school. Generally, post-primary school institutions do not regard a high score in SST as highly as a similarly high score in the other three subjects. For example, every thing else remaining equal, a candidate seeking a position in a secondary school with an aggregate of 5 with a grade two in any of the other three subjects is in practice preferred by the selecting secondary schools to a candidate with a similar aggregate but with a grade two in SST.

Table 5 shows that the majority (60%) of the schools had all the teachers' guides for the four subjects in upper primary (P5-P7). Conversely, the lower primary (P1-P4) did not have them confirming the finding from the last study (Carasco et al., 1996) that schools pay more attention to higher classes since these are the ones getting closer to sitting PLE.

**Table 5: Teachers' Guides in Primary Schools per Class**

No. of Guides	P1	P2	P3	P4	P5	P6	P7
	No. & Percentage of Sch.	No. & Percentage of Sch.	No. & Percentage of Sch.	No. & Percentage of Sch.	No. & Percentage of Sch.	No. & Percentage of Sch.	No. & Percentage of Sch.
4	16(52%)	16(53.3%)	15(50%)	15(51.7%)	23(79.3%)	21(70%)	20(64.5%)
3	10(32%)	9(30%)	10(33.3%)	10(34.5%)	5(17.2%)	6(20%)	8(24.8%)
2	3(9.7%)	3(10%)	5(16.7%)	4(13.8%)	1(3.4%)	3(10%)	3(9.7%)
1	2(6.5%)	2(6.7%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
0	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0.5%)

Table 6 shows that Science is better stocked and SST least stocked with textbooks. Only 13.9% of the schools have at least 40 textbooks for SST per class, while 51.4% of the schools have at least 40 textbooks for Science per class. Table 7 indicates that upper primary (P5 to P7) is better stocked than lower primary (P1-P4).

**Table 6: Primary Schools with at Least 40 Textbooks per Class per Subject**

	Maths	English	SST	Science
No. of Schools	12	16	5	19
% of schools	33.3%	44.1%	13.9%	51.4%

**Table 7: Average Number of Textbooks per Subject by Class in Primary Schools**

P1	P2	P3	P4	P5	P6	P7
35	26	26	26	45	46	63

A general conclusion from the tables on instructional materials is that schools tend to systematically marginalise SST as well as lower primary school (P1 to P4). Marginalising lower primary school deprives the pupils a firm foundation in later intellectual growth.

### **3.2 Human Factor in Primary Education**

The human factor is central in the effectiveness of any educational enterprise. The use of the resources available by teachers towards desirable pupil outcomes was an indication of how the human factor influenced the quality of education. The findings on the human factor in primary education in Uganda covered the aspects of **school culture, teacher work environment and children's conditions**.

#### **3.2.1 School Culture**

School culture refers to the overall character of a school. In this study it included leadership of the head teacher, the teachers and senior staff, physical facilities (classrooms, offices, latrines, grounds, etc.), instructional materials, order and discipline, and the curriculum. The perceptions of school leadership, the teachers, and the pupils about school expectations, rewards and incentives, or lack of them, do shape the school culture. However, it is the leadership that ultimately characterizes and gives identity to the culture of a school or any organization (Schein, 1985).

In the study, the researchers examined leadership/culture through several instruments. They investigated time management. They asked teachers about their perception of the style of head teachers and also asked the pupils to narrate their experience of the school environment. All these reflected school culture.

The data on school leadership were obtained using a daily checklist in each school for five working days (see Table 8). In most of the schools (92.3%), the head teachers were present and many of them (65.4%) reported to school before 8.00 a.m. on every working day. Consequently, the majority of schools (95.8%) opened on time. Nevertheless, only 72.7% of the schools actually started lessons on time and only 47.5% followed the daily schedule. In PLA sessions, the pupils also indicated that in both lower and upper primary, the teachers never went to class directly after opening and so some lessons were not taught.

Through classroom observation the researchers replicated the findings of IEQ 1 (Carasco et al., 1996). In this, as in the previous study, findings indicated a predominance of passive learning due to teacher-centered teaching methods. Table 9 shows other poor classroom practices, such as lack of use of textbooks by pupils during lessons. Teachers hardly use textbooks, nor do pupils initiate questions. However, most of the topics prepared are covered within the lesson and most of the teachers know their subject content well.

**Table 8: Daily School Schedule**

	Head- teacher Present	Head- teacher Arrived before 8.00 a.m.	Head- teacher on Time	Head- teacher Left before Time	Sch. Opens on Time	Upper Classes Start on Time	Lower Classes Start on Time	Teachers of Upper Classes Go Directly to Class	Teachers of Lower Classes Go Directly to Class	Signal to Change Lessons - Upper Primary	Signal to Change Lessons - Lower Primary	Lessons Generally Change	Sch. Schedules followed
Yes	92.3 %	65.4 %	77%	20.9%	95.8%	72.7%	72.0%	66.7%	65.8%	75.8%	60.6%	50.6%	47.5%
No	7.7 %	26.9 %	23%	72.2%	41.2%	24.2%	24.2	30.9%	31.1%	21.2%	36.3%	45.5%	51.9%
N/A	-	7.7 %	-	7.0%	-	3.0%	3.7%	2.4%	3.1%	3.0%	3.1%	3.9%	0.60%

N/A: Not Applicable

**Table 9: Ranked Activities Observed During Classroom Observations**

Activity	% of Activity Observed
1. Topic covered in lesson	93.4%
2. Teachers appear to know the content	92.2%
3. Pupils given opportunity to practice	70.7%
4. Teachers praise pupils	66.6%
5. Teachers tie content/skills to everyday life	58.1%
6. Practical skills covered in lesson	54.6%
7. Teachers discipline pupils	42.9%
8. Textbooks used in class	10.4%
9. Questions initiated by pupils	8.8%

### **3.2.2 The Teacher Factor and School Performance**

The assumption in this study is that the teacher factor is fundamental to school performance (Carasco et al., 1996). The researchers therefore examined the relationship between selected aspects of the teacher factor and school performance. **The factors selected were teacher characteristics, teacher work environment and teachers' coping strategies.** Using qualitative methodology (PLA), the researchers described the way teachers perceive their relationship with parents and community.

### **3.2.3 Teachers' Perception of Parent and Community Support**

The PLA and school profile revealed that parent and community support to schools include topping up teachers' salary and participation in construction of buildings. SMC and PTA collaborate regularly to harness that support. Parents pay school fees, buy school uniforms and scholastic materials. Above all, they are responsible for sending children to school and occasionally participate in disciplining the children.

Although the teachers reported the above support from the parents and the community, they expressed a number of problems that they still experience (see Table 10). There is a general feeling among the teachers that the community underrates them. This problem is perceived as number one by teachers in good schools, urban schools and rural schools. It is perceived as the next most important problem by teachers in poor schools. Among the teachers in poor schools, failure to pay fees in time is their number one problem. Teachers in poor schools are similar to teachers in rural schools who also rank this problem as the first problem, along with the attitude of parents towards them.

**Table 10: Ranked Teachers Problems on Parents and Community Support by Quality and Location of Schools**

Problems	Good Schools	Poor Schools	Urban Schools	Rural School	Total Rank
1. Community underrates teachers	1	2	1	1	5
2. Parents don't pay fees in time	4	1	2	1	8
3. Lack of cooperation	3	3	2	3	12
4. Negative attitude towards education	4	2	2	4	12
5. Don't encourage pupils' schooling	4	4	5	6	19
6. Don't discipline their children	2	8	8	7	25
7. Don't want their children punished	8	7	6	8	31
8. Don't buy scholastic materials	8	6	7	8	29
9. Don't attend meetings	4	10	8	4	26
10. Lack of respect for female teachers	8	8	8	8	32

Table 11 summarizes the findings by sex and only the problems for which there were

reasonable levels of agreement appear in the table. A certain level of agreement is important since it indicates that the problem is a shared problem rather than an individual one. A shared problem justifies early intervention even where resources are scarce. There were differences between female and male teachers. Table 11 shows that females emphasized the relationship between themselves, teachers in general and the community. For instance their first concern was the hostile attitude of the community towards them. They rated as their number three problem the attitude of the community towards teachers in general. Another difference between female and male teachers was in their relatively higher level of agreement among themselves at least with regard to their first two concerns. The male teachers' concerns rotated around parents general attitude towards education. This was expressed directly as their number one concern but it also reappeared in another form in one of their number four concerns (parents do not pay school fees in time).

**Table 11: Problems with Parents and Community by Female and Male Teachers**

Problems	Female Teachers		Male Teachers	
	% of Schools	Rank	% of Schools	Rank
1. Lack of respect for female teachers	47	1		
2. Parents do not pay fees in time	42	2	25	4
3. Lack of cooperation between parents and teachers	33	3	28	2
4. Parents do not buy scholastic materials	28	4		
5. Parents don't discipline their children	25	5	28	2
6. Negative attitude towards education			31	1
7. Teachers and parents do not interact			25	4
8. Parents do not check children's books			25	4

### 3.2.4 Teachers' Perception of School Managers

When asked about their perception of school management, the teachers singled out two major problems. The first was poor administration. The second was inadequate and poor accommodation. Poor administration included, for instance, school management not being supportive, dictatorial, and sectarian; and administrators' failures to solve school problems and to consult teachers (see Table 12).

**Table 12: Ranked Teachers' Problems with School Managers  
by Quality and Location of Schools**

<b>Problems</b>	<b>Good Schools</b>	<b>Poor Schools</b>	<b>Urban Schools</b>	<b>Rural Schools</b>	<b>Total</b>
1. Poor administration	1	1	1	1	4
2. Inadequate and poor accommodation	2	2	2	2	8
3. Delay of salary	2	3	3	2	10
4. Lack of scholastic materials	6	4	4	5	19
5. Too many pupils in class	4	5	6	4	19
6. Low salary	4	6	4	6	20
7. No lunch at school	7	7	6	7	27

### 3.2.5 Teachers' Perception of Their General Work Environment

Female teachers agreed on a number of concerns that range from remuneration, work load, and administration (see Table 13). Their greatest concerns included delay of salaries and poor accommodation. The male teachers had a level of consensus only about accommodation and delay of salaries.



**Table 13: Expressed Problems in Work Environment by Sex**

Problems	Female Teachers		Male Teachers	
	% of Schools	Rank	% of Schools	Rank
1. Delay of teachers salaries	25	1	22	2
2. Inadequate and poor accommodation	25	1	30	1
3. Too many pupils in class	19	3		
4. No lunch at school	17	4		
5. Low salaries	17	4		
6. Inactive SMC and PTA	14	6		
7. No PTA incentives	14	6		

From the PLA data gathered for IEQ 1 (Carasco et al., 1996) and during the pilot study, the researchers constructed an instrument to measure teachers' general work environment. That was administered to all teachers in the schools in the study. These data were factor analysed and the results are in Table 14.

**Table 14: Factor Analysis of Teachers' Work Environment**

Perceived Problems	Work Strain	Professional Dissatisfaction	Work Over-load	Welfare
1. No time for helping individual pupils because of large numbers			0.77	
2. Lack of teachers' guide books		0.81		
3. Teachers' can be deleted from the pay role any time	0.51			
4. Lack of equal treatment, segregation, nepotism, tribalism by school managers	0.64			

Perceived Problems	Work Strain	Professional Dissatisfaction	Work Over-load	Welfare
5. Lack of attention by school managers to purchase text books		0.73		
6. Lack of freedom of speech	0.76			
7. Lack of recommendation for promotion	0.58			
8. Lack of rent and transport for teachers				0.72
9. Administration undermines teachers by blaming them openly before pupils	0.69			
10. Infant teachers are overloaded without incentives			0.40	0.44
11. No reference books		0.86		
12. We work under tension	0.80			
13. Head teacher is dictatorial	0.82			
14. Over enrollment of pupils by head teachers			0.72	
15. School Management Committee does not want to handle teachers' problems	0.55			
16. Administration does not provide medical care				0.62
17. School Management Committee gives too much power to head teacher	0.59			
18. Forced transfers	0.62			
19. No consideration for teachers' children over school fees				0.61

Perceived Problems	Work Strain	Professional Dissatisfaction	Work Over-load	Welfare
20. There is a gap between head teacher, deputy, and teachers	0.74			
21. Lack of text books		0.85		
22. Too much workload			0.62	
23. Administration lack transparency	0.77			
Eigen value	9.5	3.7	1.7	1.6
Percentage of variance	26.5	10.4	5	4.7

Through factor analysis using varimax rotation, the researchers identified four factors which define the environment in which teachers operate. In effect, the factors describe the problems found in the work environment of the teacher. They include work strain accounting for 26.5 of variance, professional dissatisfaction (10.4%), work overload (5%) and welfare (4%). An examination of these factors corroborates, clarifies and elaborates the findings presented from the qualitative data (PLA). Consider the column marked "Work strain." In that column, there are a number of items which describe the way teachers feel or perceive the leadership style of the administration, particularly the head teacher. For instance, one item is that teachers feel that they work under tension (.80). The next item describes the head teacher as dictatorial (.82). A third item is that teachers feel that they have no freedom of speech (.76). When put together, these three items and the others in the second column combine to describe a work environment which is stressful. Similarly, teachers perceive their work environment as lacking in resources essential for teaching the way they were trained to do. Items describing this environment are to be found in the third column, labelled as professional dissatisfaction. Teachers complain over lack of reference books (.86), lack of text books (.85) and the apparent administration's lack of interest to buy text books. Other overall descriptions of the teacher work environment pertain to work overload and welfare.

Basing further analysis on the factor analysis findings, the researchers ranked the schools by the way teachers perceived their environments. The Table 15 shows the results. The entries in the second subdivision of the first column are the scores of each of the schools on the measure of the environment. The lower the figure the poorer the environment. It is clear that the poorest environment for the teacher is concentrated among the poorer schools. It is also clear that the less hostile environment is found in the better schools. The fourth column indicates the way the children perceived their schooling experience. As with the rest of the columns, the higher the score the more positive the experience. The relationships depicted here are explored in more detail and more rigorously in subsequent tables. The last column on the right shows the TDMS stage at which each school is. The stages range from zero - no intervention, to three - pilot school. Of interest to the reader should therefore be stage 3. Schools at this stage (i.e., from Bushenyi District) have undergone the longest time of TDMS intervention. The reader should note that three out of the four schools in stage three ranked among those with the most positive work environment, as perceived by the teachers, because they are found further down the table. This may indicate that TDMS may be achieving some of the results it was meant to.

**Table 15: Ranked Perceived Environment by Type of School**

	<b>Levels of Perceived Environment in Descending Order</b>	<b>% Time Head Teacher Was Present</b>	<b>Type of School</b>	<b>Children Experience</b>	<b>Percentage of Teachers Present</b>	<b>TDMS Stage</b>
1	10.96	40	poor	11.88	36	2
2	11.00	80	poor	10.25	36	2
3	11.02	100	poor	13.50	77	
4	11.14	80	poor	10.02	31	2
5	11.2	100	poor	11.41	36	3
6	11.29	100	poor	11.85	68	2
7	11.31	80	poor	10.22	34	2
8	11.42	67	poor	10.40	52	0
9	11.67	100	poor	8.71	47	2
10	12.02	100	poor	7.43	51	0

Levels of Perceived Environment in Descending Order		% Time Head Teacher Was Present	Type of School	Children Experience	Percentage of Teachers Present	TDMS Stage
11	12.12	100	good	10.76	44	2
12	12.2	80	good	10.47	72	2
13	12.26	80	poor	9.75	85	2
14	12.28	60	poor	9.50	62	1
15	12.3	100	poor	10.00	56	0
16	12.42	25	poor	9.25	21	2
17	12.67	25	poor	10.73	70	0
18	12.71	100	good	6.94	70	0
19	12.83	100	poor	9.78	61	2
20	13.04	100	good	9.51	81	2
21	13.14	25	good	11.16	36	2
22	13.29	25	poor	10.59	68	2
23	13.49	80	good	10.83	66	2
24	13.85	100	good	9.75	36	0
25	13.92	80	good	11.22	51	0
26	14.19	20	good	9.81	36	2
27	14.21	100	good	9.26	66	0
28	14.23	100	good	8.49	89	0
29	14.5	100	good	11.00	48	2
30	14.71	60	poor	12.38	42	3
31	14.78	80	good	11.89	43	3
32	15.00	100	good	10.15	95	0
33	15.19	100	good	9.00	67	2
34	15.55	100	good	10.00	45	3
35	16.02	100	good	9.12	78	0
36	16.08	75	poor	8.94	63	2

Part of the teachers' questionnaire required teachers to indicate what they did to deal with the identified problems in their environment. The data were factor-analysed using varimax rotation and the findings are in the Table 16. The factor analysis identified three factors accounting for 49 percent of variance. The researchers named these factors apathy (26% of variance), helplessness (13.4%) and recycling notes (9.5%). These factors summarise various coping strategies. They indicate which strategies are most commonly used. For instance, teachers tend to respond to the described environment with *apathy*. This is so because apathy has the largest percentage of variance (26%) found in the last row of the Table 13. Thus they neglect their work, deliberately "giving half dose." They teach only those who are bright enough to follow. The researchers named the second factor or coping strategy as *helplessness*. Teachers using this strategy tend to repeat the same non-productive response such as constantly pestering for arrears, filling computer forms and giving up altogether by keeping mum. The third factor referred to as *recycling of notes* indicates that teachers are unable or unwilling to update their lesson notes.

**Table 16: Factor Analysis of Teachers' Coping Strategies**

Coping strategies	Apathy	Helplessness	Recycling Notes
1. Ignoring, bearing the situation, keep mum		0.65	
2. Rely on personal knowledge where there are no material			0.82
3. Borrowing other notes and use them			0.53
4. With a large class we move with those who understand you	0.71		
5. Giving "half dose" when you have teaching guides	0.70		
6. Neglecting activity when you get no support	0.76		
7. Teachers working without salary		0.68	
8. Pestering for salary and arrears		0.74	

Coping strategies	Apathy	Helplessness	Recycling Notes
9. Repeatedly filling the computer forms		0.75	
10. Resorting to personal income generating activities		0.52	
11. Borrowing or begging from relatives		0.54	
12. Neglecting some subjects	0.68		
Eigen value	3.30	1.70	1.20
Percentage of variance	26.00	13.40	9.50

In sum, the teachers' perception of their general work environment shows the existence of considerable levels of burnout among the teachers. Among teachers, burnout is a state of serious professional emasculation and demoralisation. Among other things, burnout involves a painful realization by the teacher that he or she is no longer able to carry out his professional obligations effectively. This is clear from the evidence of apathy, helplessness and the recycling of notes.

### 3.2.6 Teacher Perceived Work Environment and Performance

The researchers investigated whether the ways teachers perceive and cope with the school environment are related to pupil performance. To do this they correlated the identified factors with school performance (i.e., PLE performance for the previous four years and the achievement tests used during the study).

The Table 17 identifies a number of factors related to the teacher work environment and correlate with school performance. These are professional satisfaction, work load, work strain, and welfare. Welfare consistently correlates with all the five measures of performance. The relationship is positive indicating that where teachers report a relatively high quality of personal life (such as having lunch at school, having accommodation or

transport to school and home provided) the school performs well, as shown by the correlation between welfare and the PLE results. It also performs well in terms of individual pupil performance as indicated by correlation between welfare and the pupils' performance on the literacy and numeracy tests. The positive correlations between professional satisfaction, work load, and performance measures similarly indicate that where teachers experience relatively high professional satisfaction and less work overload there is good performance on the PLE and the researchers' achievement tests. Regarding apathy, a positive correlation such as the one between apathy and the achievement tests means that pupils perform better where teachers are less apathetic (i.e., more committed) than where they are more apathetic (i.e., less committed). Finally, the table shows that both work strain and helplessness correlate negatively with some of the researchers' measures of performance. The more strain and/or the more helpless teachers feel, the lower level of performance pupils exhibit.

**Table 17: Correlation Between Teachers' Problems, Their Coping Strategies and Pupil Performance**

Problems & Strategies	Performance Measures						
	PLE-92	PLE-93	PLE-94	PLE-95	Literacy	Numeracy	Total
Welfare	.26*	.31**	.41***	.29*	.24*	.24*	.32*
Work strain	-0.03	0.02	0.17	0.09	-.26*	-.26*	-0.22
Work load	0	-0.08	0.14	-0.07	.41***	.41***	.43** *
Professional satisfaction	.28**	0.1	0.21	.24*	.25*	.25*	.30**
Helplessness	-.31**	-0.19	-0.13	0	-0.08	-0.08	0
Recycling notes	0.23	0.12	0.2	0.19	0.06	0.06	0.03
Apathy	0.12	-0.01	0.06	0.06	.25**	.25**	.33**

\*\*\*:  $p = .01$  \*\*:  $p = .05$  \*:  $p = .1$  N = from 31 to 36 schools



### 3.3: Children's Experience

The researchers examined the experience of primary school pupils both at home and in school by means of PLA and questionnaires.

#### 3.3.1 Children's Experience at Home

In Table 18, the problems related to the pupils' home experiences are ranked in order of severity. Most severe are the poor conditions at home (e.g., lack of lighting, food, and soap), the chores children have to do at home (e.g., cooking, fetching water and firewood, brewing and selling alcohol such as waragi, and going to market on school days), and the failure of parents to cater for the children's basic school needs.

**Table 18: Ranked Reported Experiences with Parents by Quality and Location of Schools**

Problems	Good Schools	Poor Schools	Urban Schools	Rural Schools	Total Ranks
1. Poor conditions at home (e.g., lack of lighting, food, and soap)	1	2	1	3	7
2. Too many chores at home	1	2	4	1	8
3. Parents deny us basic school needs	3	1	3	2	9
4. Parents abuse and beat us	4	4	2	4	14
5. Parents have poor attitude towards education	5	5	7	5	22
6. Stepmothers hate us	6	5	5	6	22
7. No parents (orphans)	7	5	5	6	23
8. Parents do not attend school meetings	8	8	8	6	30

Overall, all children experience similar conditions at home. Conditions relating to learning

readiness such as health and nutrition were found to be wanting. Children reported that their parents were poor, that some drank a lot of alcohol, beat them and denied them food. This was prevailing regardless of location or quality of school. However, boys and girls emphasize different problems. Boys complain of lack of food and domestic work. Girls single out parents' unwillingness to give them "good things" (see Table 19).

**Table 19: Problems of Pupils at Home and with Parents by Sex**

Problems	Female Pupils		Male Pupils	
	% of Schools	Rank	% of Schools	Rank
1. Our parents do not give us good things	31	1		
2. Our big brothers beat us, step-parents hate us	25	2		
3. We find no food at home			33	1
4. Some parents leave domestic work to us			22	2
5. Parents make us dig before school			19	3

### 3.3.2 Children's Experience at School

When children go to school, they develop an understanding of the school set-up. They begin to evaluate their roles as pupils with specific tasks such as walking long distances to school, doing home work, providing labour at school, and playing. These experiences have relationships with their perceptions about learning and their participation in it. The researchers examined the relationships through qualitative and quantitative methods. In addition, they carried out correlation analysis involving these experiences/perceptions and the pupils' performance. The results are in Tables 20, 21, 22, 23, 24 and 25.

Table 20 shows that poor schools and rural schools suffered poor classroom quality, inadequate scholastic materials, lack of furniture and water, and pupils working for teachers during class time. Lack of furniture, abusing and beating by teachers were important problems even in good schools.

**Table 20: Pupils' Ranked Schooling Experiences by Quality and Location of Schools**

Problems	Good Schools	Poor Schools	Urban Schools	Rural Schools	Total Ranks
1. Incomplete and overcrowded classrooms	2	1	1	1	5
2. Inadequate scholastic materials	2	2	3	1	8
3. Teachers abuse and beat us	1	3	1	3	8
4. Lack of furniture	2	5	5	3	15
5. No water at school	5	5	4	5	19
6. Working for teachers during class time.	5	3	5	6	19

Table 21 shows that boys and girls shared the first three problems although not in the same order of importance. The girls' first complaint was that teachers beat them. This was ranked second by boys who ranked shortage of text books as number one problem. Table 22 shows that the most important classroom experience for pupils in most of the schools is child abuse.

**Table 21: Pupils' General Schooling Experiences by Sex**

Problems	Girls		Boys	
	% of Schools	Rank	% of Schools	Rank
1. Teachers beat us	69	1	42	2
2. Not enough text books	27	2	53	1
3. Not enough furniture	25	3	42	2
4. Some pupils steal our books, pens and money	25	3		
5. Teachers make us work for them during class hours	22	5		

Problems	Girls		Boys	
	% of Schools	Rank	% of Schools	Rank
6 We are sent away from school because of lack of school fees			33	4
7. Teachers do not teach some lessons			33	4
8. We lack pens, books, and math sets			31	6

**Table 22: Ranked pupils' Reported Experiences with Instructional Practice by Quality and Location of Schools**

Problems	Good Schools	Poor Schools	Urban Schools	Rural Schools	Total Rank
1. Teachers abuse and beat us	1	2	1	1	5
2. Teachers teach without instructional materials	3	1	2	2	8
3. Teachers do not teach well	2	2	4	2	10
4. Pupils make noise in class	3	4	3	5	15
5. Teachers do not mark books	3	5	5	4	17
6. Not all subjects are taught	7	5	7	7	26
7. Teachers do not return exercise books	6	8	8	5	27
8. Teachers do not teach some lessons	7	5	5	8	25

**Table 23: Pupils' Experiences with Instructional Practice by Sex**

Experiences	Girls		Boys	
	% of Schools	Rank	% of Schools	Rank
1. Teachers abuse us	36	1		
2. Teachers are drunkards and do not teach well	22	2	25	3

Experiences	Girls		Boys	
	% of Schools	Rank	% of Schools	Rank
3. Teachers do not mark our books	22	2	27	2
4. Teachers do not teach some lessons			33	1
5. Teachers beat us when we give wrong answers			25	3

From the PLA data gathered during IEQ 1 (Carasco et al., 1996) and from the pilot study for IEQ2, the researchers constructed an instrument to measure of children's experience at school. They administered the instrument to the sample of eighteen pupils in each of the schools in the study. Through factor analysis, using varimax rotation, the researchers identified three factors which describe the children's experience at school (see Table 24). The first factor, "Teacher Irritability," accounted for 12.9% of variance. The second factor, "Teacher Supportiveness," accounted for 4.2% of variance. The third factor, "Pupil-pupil Victimization," accounted for 5.2% of the variance. The first and second factors describe the children's relationship with teachers. The relationship is predominantly an unhappy one. All the three factors depict a generally uncondusive learning environment at school. The findings from the factor analysis support those gathered from PLA and presented in the preceding tables.

**Table 24: Factor Analysis of Pupils' Experience at School**

Children's Experiences in School	Teacher Irritability	Teacher Supportiveness	Pupil-pupil Victimization
1. Pupils steal our things at school			.53
2. Pupils disturb us during class time			.59
3. Teachers abuse us	.50		
4. All subject are taught		.52	

Children's Experiences in School	Teacher Irritability	Teacher Supportiveness	Pupil-pupil Victimization
5. Pupils punished for no good reasons	.69		
6. Boys stone, beat, disturb girls at school			.67
7. Teachers punish us for giving wrong answers	.57		
8. Teachers are helpful to all of us equally		.68	
9. Pupils bully/disturb others			.65
10. We do more playing than learning at school		.45	
11. Teachers return all our exercise books		.42	
12. Teachers become angry when we ask questions	.44		
13. Sometimes teachers punish us unfairly	.63		
14. We like the way our teachers teach us		.45	
Eigen values	6.1	1.9	2.4
Percentage of variance	12.9	4.2	5.2

### 3.3.3 Schooling Experience and Performance

The researchers examined the relationship between children's schooling experience and performance. They measured performance in two ways. First, they used each school's performance on PLE for the four years preceding the research. They also used an achievement test administered to the 18 selected children per school. The achievement test measured numeracy and literacy. The results of the analysis are in Table 25.

**Table 25: Correlation Between Pupils Experiences and Performance**

Performance Measures	Pupil Experiences		
	Teacher Supportiveness	Teacher Irritability	Pupil-pupil Victimization
PLE -92	0.01	-.31**	0.17
PLE - 93	-0.08	-0.31	0.2
PLE - 94	0.03	-0.31	0.13
PLE- 95	0.04	-0.31**	-0.06
Literacy	.39**	-0.17	-.28*
Numeracy	0.39**	0.17	-.28*
Total	0.36**	-0.13	-.33**

\*\*\*:  $p = .01$  \*\*:  $p = .05$  \*:  $p = .1$  N = from 31 to 36 schools

The findings show that some of the schooling experiences correlate with pupils' achievement in numeracy and literacy as well as overall school performance. Teacher irritability and pupil-pupil victimization correlate negatively with PLE results and achievement tests respectively. Teacher supportiveness correlates positively with literacy and the total score of literacy and numeracy.

## CHAPTER 4

### SUMMARY, DISCUSSION AND CONCLUSIONS

#### 4.1 Summary and Discussion of the Findings

**4.1.1** The school culture, both real and perceived, was derived from data on school leadership, physical facilities and instructional materials and their usage. School culture had a pervasive influence on what transpired in the schools as the researchers had hypothesized in the model. The findings indicate that the majority of head teachers were actually recorded as present in the schools throughout the study. There was, however, a pronounced lapse in following daily schedules. For instance although schools opened on time classes rarely started or ended when they should have done. This replicates the finding from an earlier study (see Carasco et al., 1996).

**4.1.2** The schools visited in this study were purposively selected to include only those with most basic physical facilities such as offices, classrooms, staff rooms, stores and play fields. Nevertheless, the researchers found a marked shortage of libraries, general lack of water and a poor physical state of classrooms.

**4.1.3** With regard to instructional materials, the situation varied from school to school, but generally there was a shortage of instructional materials in lower primary ( P1-P4). Science was the subject with the largest stock of books, followed by English. SST had the least stock of books (see Tables 4, 5, 6 and 7). The schools were generally well stocked with teachers' guides. However there were marked shortages in lower primary (P1 to P4).

**4.1.4** The study confirmed the importance of PTA in primary schools. The researchers found that there is consensus regarding what role it has been playing and what roles it should take on. Significantly, the resource acquisition roles including mobilizing funds, building school buildings as well as buying books were singled out as roles that the PTAs are not only playing but they should continue to perform.



4.1.5 Despite the PTA's high level of involvement in school management, the teachers and the pupils reported that the community had a negative attitude towards education. Female teachers for instance indicated that they were disliked by the parents of children they taught, and the community they lived in. The PLA data from both the male and female teachers agreed that, in terms of the relationship between teachers and community, their most important problem was that teachers were underrated by parents and the community.

4.1.6 The pupils reported that their parents did not cater for their basic needs (e.g., adequate feeding), that they abused them, and that they overloaded them with domestic responsibilities. Alcoholism of parents and bad treatment by stepparents were also major problems for the pupils.

4.1.7 At school, pupils experienced conditions that tended, in some instances, to affect their performance adversely. These included, amongst others, frequent beatings, shortage of textbooks, lack of furniture, poor physical state of classrooms and manual labour. The pupils also considered many of their teachers unfair, demanding, unkind, and uninterested in teaching. From factor analysis, the researchers identified three factors that summarize children's experience at school. Two of the factors related to teachers. The other described relationships among children. The factors relating to the relationship between children and teachers were teacher irritability and teacher supportiveness (see Table 20). Under irritability the children referred to such teacher behaviour as getting angry when pupils asked questions and punishing pupils without good reasons. Teacher supportiveness referred to the behaviour of the teacher that involved treating everyone equally, the pupils enjoying the way teachers taught and teachers returning pupils exercise books collected for marking. The third construct describing relationships among children was referred to as bullying. Through a correlation analysis the researchers found that these experiences are related to the way pupils perform at school. This and the findings described below provided support for the hypothesized relationship between schooling experience and pupil performance.

4.1.8 The researchers found further graphic descriptions of the pupil's schooling

experience through PLA and classroom observation. One of the issues raised for instance was that teachers teach without instructional materials. This was particularly problematic in poor performing schools. Children also complained that teachers do not teach well and that they do not return exercise books. Through classroom observation the researchers confirmed some of the pupils' reported experiences. For instance, pupils hardly initiated questions and there was no use of textbooks during lessons.

**4.1.9** This study set out to examine the relationship between school performance on the one hand and teacher work environment and teacher experience of that environment on the other hand. The researchers found ample support for that relationship. They have discussed above how the teacher female felt underrated and disliked by the communities in which they served. Such negative evaluation of one's worth has been shown to influence performance negatively. Teachers who perceive that their work is of little value tend to exert themselves less (Cohen, 1995). In 4.8 above, for instance, it is clear that children in poor schools rated teacher's, failure to use instructional materials as one of their more serious adverse classroom experiences.

**4.1.10** Using both quantitative (factor analysis) and qualitative (PLA) approaches the researchers have described a rather bleak work environment of the teacher. They have also described how the teachers cope with this environment. Both PLA and factor analysis supported each other. Use of factor analysis with varimax rotation identified several descriptive characteristics of the environment. These were work strain, professional dissatisfaction, work overload and welfare. Work strain described an environment that was stress dominated due to the behaviour of school administrators. Professional dissatisfaction defined teacher perceived failure to do what they were trained to do because of lack of resources. Work overload involved teachers' feeling of having too much work to do probably due to the staff ceiling policy identified in Carasco et al. (1996). The PLA results described a similar environment. The highest ranked problem was poor administration composed of an indifferent, dictatorial, sectarian, and incompetent leadership.

**4.1.11** Use of factor analysis revealed a number of coping strategies that the teachers used

to deal with the environment described above. Three strategies emerged, namely apathy, helplessness, and recycling of notes. Apathy summarized the most prevalent responses to the environment. These included neglecting work, deliberately “giving half dose” and teaching only those who were bright enough to follow. Helplessness described activities that indicated that teachers were unable to develop effective strategies to deal with the environment. Recycling notes depicted teacher unwillingness or inability to update their teaching notes.

**4.1.12** The researchers hypothesized in this study that there is a relationship between teacher work environment and school performance. They tested this relationship through zero order correlation and found significant relationship between work environment factors, coping strategies and performance. The identified relationships are backed up by the pupils’ evaluation of instructional practice. Children described their teachers as abusive, uninterested in work, not returning exercise books and teaching without instructional materials. Overall, a good number of teachers described themselves and were described by pupils as suffering from burnout. The researchers discuss this briefly in the conclusion.

## **4.2 Conclusions**

**4.2.1** First, teachers in primary schools may be experiencing the psychological state known as burnout. Burnout is the painful realization that one is no longer able to help people he/she is responsible for and who need his/her help and that he/she has nothing more to give (Ross and Altmaier, 1994). Burnout represents a depersonalization of clients, a loss of caring, an attitude of cynicism towards them. It also represents a sense of apathy and loss of interest. The researchers found considerable evidence of burnout in the teacher behaviours reported by the teachers themselves, observed by the researchers, and reported by the pupils. Instances included the admission that teachers deliberately did not provide pupils with all the teaching they could have provided and paid attention only to those bright enough to follow. Pupils also reported that teachers got easily irritated when asked questions in class, that they abused and beat pupils without good reasons, and that teachers did not return exercise books collected ostensibly for marking.

4.2.2 Second, the quality of schooling experience of the child is important in determining their performance at school. In this study, schooling experience incorporated a child's interaction with his/her home and with the school in matters relating to learning and learning readiness. Thus failure of parents to create conditions to do homework is a measure of the child's schooling experience. In the same way parents that allow their children to go hungry provide a type of schooling experience that is not conducive to learning readiness.

4.2.3 The second aspect of schooling experience relates directly to the child's interaction with the school. The researchers have found evidence that bullying, for instance, negatively correlates with performance. They have also shown that irritability of the teacher also negatively correlates with the performance of the pupils.

4.2.4 Third, the role of the PTA is central to school survival and there is sufficient consensus among several constituencies that the PTA should continue playing that role. Significantly, the PTAs role has included financial mobilisation and management.

## CHAPTER 5

### RECOMMENDATIONS

5.1 The researchers reiterate the centrality of the teacher in the educational reform. That was first pointed out in Carasco et al. (1996). Emphasis in the balance of the reforms should swing towards the TEACHER.

5.2 Considering the many reported, excessive physical punishments that teachers are now meting out to primary school children, the researchers recommend that a study should be commissioned to examine the level of burnout among primary teachers.

5.3 The study has identified some of the causes of burnout which should be dealt with in the school reform. One important factor is the work strain caused mostly by the style of school administration. School administrators should be made aware of the consequences of their styles for the teachers and, consequently, for the pupils, who always end up at the receiving end.

5.4 The researchers have found that the community's attitude is a factor in the negative work experience of the teachers. The community mobilisation effort that is part of the reforms should include systematically educating the community about teacher burnout and the community's own role in it.

5.5 There was evidence that professional dissatisfaction of the teacher was one of the major determinants of school performance. The researchers identified the components of professional dissatisfaction as failure by teachers to access the materials (e.g., teachers' reference books and pupils' textbooks) required by them to work effectively. The education reform should make more efforts towards providing the necessary materials.

5.6 Since there is a correlation between welfare and school performance, the researchers recommend that the reform effort should pay commensurate attention to the teachers'

welfare.

5.7 Burnout is an individual response to a stressful situation. Teachers need to be assisted to recognise signs of burnout. This can be done in pre- and in-service training. Also, the administration should be trained in recognising symptoms of stress and helping teachers handle stress positively.

5.8 Victimisation of some pupils by other pupils correlates negatively with pupils performance. The phenomenon should be studied more systematically in order to identify suitable intervention.

## REFERENCES

- Carasco, J., Munene, J. C., Kasente, D., & Odada, M. (1996). Factors affecting school effectiveness in Uganda: A Baseline study. Kampala: UNEB.
- Cohen, D. K. (1995). What is the System in Systemic Reform. Educational Researcher, 24(9), 11-17, 31.
- Dradri, A.F., & Patry, J. L. (1990). Efficiency of teaching methods according to different modes of representation in two different cultures. Paper presented at the International Symposium on Effective and Responsible Teaching, held in Fribourg, Switzerland, Sept.3-7, 1990.
- Fuhrman, S.H. (1995). Introduction: Recent research on education reform. Educational Research, 24 (9), 4-5.
- Gardner, R. (1985). Improving quality in primary education in developing countries - who make it happen? A report of a workshop held in the Department of Education in Developing Countries on February 11 & 12. London: Department of International and Comparative Education, Institute of Education, University of London.
- Hartwell, A. (1995). The Uganda Improving Educational Quality Project. Report on the Uganda Improving Educational Quality (IEQ) Project. Crested Crane Hotel, Jinja January 31 to February 2, 1995.
- Heneveld, W, & Craig, H (1996). Schools Count. Washington, DC: World Bank.
- Kiganda, C. (1996). The policy of reform in Uganda. Paper presented at the CIES Conference, Williamsburg, February 25 to March 10, 1996.
- Kirst M. W. (1995). Recent research on intergovernmental relations in education policy. Educational Researcher, 24 (9), 18-22.
- Lockheed, M. E. & Verspoor, A. M. (1991). Improving Primary Education in Developing Countries. New York: Oxford University Press.
- Ongom, D. L. (1995). Introduction. Report on the Uganda Improving Educational Quality (IEQ) Project. Crested Crane Hotel, Jinja Jan 31st to Feb 2nd.
- Ross, R.R. and Altmaier, E.M. (1994). Intervention in Occupational Stress. London, Sage Publications.
- Uganda National Council for Children. (1994). Equity and vulnerability: A situation analysis of women, adolescents and children in Uganda, 1994. Kampala: Government of Uganda and Uganda National Council for Children.
- Schein, E. (1985). Organisational culture and leadership. New York: Jossey Bassy
- Whitehead, J. (1993) Foreword. Teaching and Learning. An Action Research Approach. London: Routledge

### Appendix 1: Selected Primary Education Indicators for the Sampled Districts

Region	District	Population (00) <sup>1</sup>	No. of Primary Schools <sup>1</sup>	Literacy Rate as % <sup>1</sup>	National Enrollment Rate as % <sup>1</sup>	No. of Children in School <sup>1</sup>	Untrained Teachers as % <sup>1</sup>	Pupils per Trained Teacher <sup>1</sup>	1992 Passes PLE as % <sup>1</sup>
	Kampala	774.2	108	88	19	93518	2	32	95
Central	Luwero	449.2	260	59	27	62315	62	54	
	Mpigi	913.9	453	73	24	133269	36	35	87
East	Iganga	945.8	384	47	45	90494	30	30	74
	Kumi	236.7	127	42	49	24377	28	45	82
North	Apac	454.5	258	53	45	49131	28	45	66
	Lira	501.0	264	50	46	51971	28	32	65
West	Bushenyi	736.4	522	54	41	87175	46	56	84
	Kasese	343.6	182	50	45	38981	59	41	83

**Sources:** <sup>1</sup>Ministry of Finance and Economic planning (1992). Uganda final results of the 1991 population and housing census (pre-release). Entebbe, Uganda.

<sup>2</sup>Mugisha Odrek. (1994). Uganda district information handbook. Kampala: Fountain Publishers.

<sup>3</sup>Uganda National Council for Children. (1994). Equity and vulnerability: A situational Analysis of women, adolescents and children in Uganda. Kampala: UNICEF.



**Appendix 2: Primary Education in Uganda 1987-1994**

<b>Year</b>	<b>No. of Schools</b>	<b>No. of Teachers</b>	<b>Pupils Enrolled</b>	<b>Teacher: Pupil Ratio <sup>1</sup></b>	<b>PLE Passes</b>
1994	8442	84042	2598692	1:31	67.7
1993	8430	91905	2462309	1:27	69.0
1992	8325	86821	2364078	1:27	69.4
1991	8046	78257	2539549	1:32	81.0
1990	7667	81590	2281590	1:28	82.6
1989	7684	81418	2532800	1:31	82.2
1988	7905	75651	2416800	1:32	70.4
1987	7629	72970	2307800	1:32	82.8

**Source:** Ministry of Finance and Economic Planning (1995)

<sup>1</sup>Calculated from the figures shown for teachers and enrolment.

## **Appendix 3: School Impressions**

### **SCHOOL 01:**

#### **General Background**

The School is 4 km from Kampala city centre, and it was founded by Kampala City Council in 1958.

#### **Supporting Inputs**

Built on a small piece of land, the school gets support in form of scholastic materials and maintenance of buildings. The MOES has supplied a few textbooks. Whereas the classrooms are in good condition and water is available, there are only 8 latrine posts for 1,600 pupils (4 for girls and 4 for the boys). Sports facilities are also limited.

#### **Teacher Work Environment**

The school has 39 teachers of whom 28 are Grade III, 10 are Grade V, and one is a Graduate. Their average level of experience is six years. The head teacher is an experienced Grade V teacher, who is perceived by staff as carefree and rare in the school. Nevertheless, the school teaching goes on well even in his absence. Teachers are regularly punctual at work, even though they complain that decisions taken during staff meetings are not implemented. About 85% of the children of school going age from the catchment are at school. Whereas most children come from near, they still get lunch from school and generally look healthy and are eager to learn.

#### **Instructional Practice**

The daily attendance of the pupils is regular, but more girls are often absent. The teacher-pupil ratio is 1:41. Most teachers have schemes of work and lesson plans and commonly use question-and-answer and lecturing techniques. They give monthly tests which are marked and the results are used to group pupils according to their abilities. The school's performance at PLE has been good in the last four years.

### **SCHOOL 02:**

#### **General Background**

It is an urban school founded by the Government in 1938 to serve children of police officers. Through NTC

programmes, its teachers have been able to upgrade.

### **Supporting Inputs**

The PTA has supported several operations of the school especially construction of buildings and boosting of teachers' salaries. But now that its charges have been abolished, there is looming a crisis of bills to be paid to enable teachers to work well. The school has textbooks and other instructional materials supplied the MOES with the assistance of the IDA. The PTA has also supplied some instructional materials. There is running water in the school and a protected spring. The school has classrooms which are in good condition, a library and separate toilets for boys and girls.

### **Teacher Work Environment**

There are 64 teachers in the school with an enrolment of 2,250 pupils, giving a teacher-pupil ratio of 1:40. The head teacher is an experienced administrator with strong interests in music and sports and the school excels in extra-curricular activities. The school has three deputies, giving the head teacher time to do administrative work, which has brought about good working relations in the school. The school houses teachers and provides lunch for them. Teachers also feel that departmental meetings help them operate well. Pupils of P1 and P2 are served with porridge and the rest get lunch at school. A boarding section exists for children of police officers transferred abruptly. There are first aid facilities and the children's conditions look good. Whereas pupils attendance is good, a few of them are sometimes kept home to sell food.

### **Instructional Practice**

Teachers prepare lessons which are checked by the school administration. Teaching methods commonly used are lecturing and question-and-answer. According to PLE results for the past four years, the school's performance has been moderate.

### **SCHOOL 03:**

#### **General Background**

The school is 7 km from Kampala city centre, and was founded by the Anglican Church in 1941. It is built on a small piece of land in a densely populated area of generally low-income earners. The school has no connection with any extension programme. Its teachers are not aware of the educational reform programmes.

### **Supporting Inputs**

The school is mainly supported by PTA, which constructs buildings, provides textbooks, and other instructional materials, and meets much of the school recurrent expenditure, including water and electricity bills. Although the MOES posts teachers to the school, it does not inspect them, and its material support for their work is little. The school has enough classrooms, but they are not well-maintained. It has also separate latrine posts for boys and girls.

### **Teacher Work Environment**

The school has 24 teachers, five Grade V, 19 Grade III, for 850 pupils, which makes a teacher-pupil ratio of 1:35. The relationship between the head teacher and the SMC is bad, as the latter sees the former as mismanaging the school. The relationship between the head teacher and the teachers is also not good. The teachers are frustrated by the head teacher's failure to implement some of the decisions made during staff meetings. They are also frustrated by lack of in-service training opportunities, and by the abolition of PTA funding. The deputy head teachers also feel that they do much work for little money. The children generally look healthy, but their learning readiness is affected by their difficult living conditions at home.

### **Instructional Practice**

The pupils' daily attendance is satisfactory, but the teachers' attendance is irregular. Lessons start on time when teachers are present, and some teachers prepare their lessons, while others especially in the lower classes do not. The most common teaching method is question-and-answer, followed by lecturing. Although textbooks are there in cupboards, they are not used by pupils in class. The assessment of pupils is irregular, but about 90% of P7 Leavers go to secondary schools, regardless of their PLE grade.

### **SCHOOL 04:**

#### **General background**

It stands on two hectares in Kampala City, and was founded in the 1920s by a member of the Buganda royal family to provide education for children of commoners. It was built on its present site in 1971 with IDA assistance.

### **Supporting Inputs**

PTA support, which kept the school running well in the past, is now in abeyance. The 50% government contribution to the school is not enough to run it. Although the inspectors from the DEO's office rarely supervise the teachers, the head teacher does so. The school has enough classrooms, two offices and staff room, all of which are furnished. There are separate flushing toilets for staff, boys and girls, but the playgrounds are shared. There is running water and a nearby spring.

### **Teacher Work Environment**

There are 17 teachers on the ground. One teacher is away on maternity leave and two others are away on a course. Four teachers are Grade V, two are Grade II, 13 are Grade III and one is a licensed female teacher. The head teacher is a 42 year old Grade V teacher with a teaching experience of 20 years. She is seen by her colleagues as a dictator. Consequently, she has poor relations with them. Despite the head teacher, the teachers work well. They are committed to their work, and in P6 and P7, they do extra-work without extra-pay. Children of P1 and P2 get porridge during morning break and those of P3 to P7 get lunch. The school has first aid provisions. Generally, children look healthy.

### **Instructional Practice**

The daily attendance of pupils is good but many of them have dropped out because of lack of fees. Classrooms have teaching charts on the walls. Teachers use textbooks especially for English lessons. Lessons start on time and class time is used. The common teaching methods used are lecturing, question-and-answer and assignments. The teachers assess work and give feedback. Many P7 candidates do well in PLE and go to secondary school.

### **SCHOOL 05:**

#### **General Background**

It is a boarding school for girls founded in 1939 by the Catholic Church. The school is adjacent to a big Catholic Mission, 16 km from Kampala and is under TDMS.

#### **Supporting Inputs**

The DEO provides policy guidelines to the school and Inspectors regularly supervise it. The MOES, using assistance from SUPER, has supplied textbooks and teachers guides. Since its beginning, the school has been

supported by parents and the community in many ways: building classrooms and staff houses, topping up teachers' salaries and providing school requirements, such as textbooks. The school has permanent and well maintained buildings, a dispensary, adequate furniture, a play field and borehole.

### **Teacher Work Environment**

The school has 36 teachers and all are qualified with a teaching experience of about four years, on average. The deputy head teacher has a MED. and a teaching experience of 16 years. The head teacher is a very experienced Grade V teacher with 24 years of school administration. The school encourages teachers to upgrade. Staff meetings are held regularly and decisions taken at the meeting are adhered to. Teachers on duty take roll call during daily assemblies and the head teacher conducts weekly assemblies. Although teachers complain of heavy work and are dissatisfied with their representation in PTA/SMC, they are contented with the allowance given by the school. Children, the majority of whom come from Kampala, look healthy and eager to learn.

### **Instructional Practice**

The teacher-pupil ratio is 1:28 and, being in a boarding school, nearly all pupils attend classes. Teachers' work is monitored by the head teacher and all prepare schemes of work and lesson plans. Both teaching and UNEB syllabuses are used for instruction and the most common method is question-and-answering. Charts are displayed on the walls. The school performance at PLE is good and nearly all P7 leavers continue to secondary schools.

## **SCHOOL 06:**

### **General Background**

The school is 8 km from Kampala. It was founded by the Buganda Government in 1953. The head teacher and teaching staff have heard about TDMS but have never participated in its programmes.

### **Supporting Inputs**

Both PTA and SMC are weak. Consequently the funds generated are inadequate to meet school needs. Parents also think that the funds are mismanaged. Teachers are assigned to the school by the DEO and school Inspectors supervise the school regularly. The MOES, using aid from SUPER, has supplied some textbooks, but the books are not being used by the pupils. They are locked up in the head teacher's office.

The school has two offices, a book store, enough classrooms (some classrooms are not utilised), enough furniture and latrines. There is no library and no water source.

### **Teacher Work Environment**

The majority of teachers are Grade III, who, on the average, have taught for a total of three years. There are also some few Grade V teachers. The head teacher is a graduate who has taught for 24 years. The teachers are unhappy with the head teacher because they think he is a dictator. Teachers also feel dissatisfied with low salaries and the irregular flow of salary payments. Newly recruited teachers take long to get on to the payroll. Children walk a relatively long distance to school, an average of 3 km. However, they are provided with lunch and generally look healthy and ready to learn.

### **Instructional Practice**

The school population is relatively small with a teacher-pupil ratio of 1:20. The pupils are discouraged by the poor performance of the school. Consequently the pupil transfer rate is high. Teachers' planning and preparation appeared inadequate, but teachers use teaching notes. There is no record of pupils' work kept. The most common method of teaching used is question-and-answer technique. School performance is generally poor.

## **SCHOOL 07:**

### **General Background**

This is a rural school located on a hill surrounded by many smaller hills. It was founded in 1909 by Anglican Missionaries, and became a P7 school in 1968. The school is related to several MOES programmes: TDMS uses it as a coordinating centre and is constructing some buildings; the MOES, with the assistance of SUPER, is constructing a house for a tutor; an office, and a conference room; and has also given the school a three million shilling grant to start a zero grazing unit.

### **Supporting Inputs**

Because of religious differences in the community, the support for the school is little. Nevertheless, parents are building five classrooms which are yet to be roofed. The MOES supports the school by paying teachers' salaries and supplying textbooks, but it hardly inspects it. There are books and other instructional materials in the school. Many buildings, especially classrooms, are old and need repair. The school lacks adequate

furniture and a water supply, but it has a nearby well and separate latrine posts for girls and boys.

### **Teacher Work Environment**

The majority of the teachers are Grade III, one is a Grade II and nine are licensed teachers. Although the teachers are knowledgeable in their subjects and speak good English, they often use their mother tongue even in class. The head teacher is an experienced Grade V teacher and has headed the school for 13 years. But his colleagues do not like him as he simply orders them around. Morale appears to be low. Many children come to school from far through a difficult terrain, get no lunch and some look malnourished. Nevertheless, in sports, they have won many trophies and some have qualified for various national sports teams.

### **Instructional Practice**

Except for girls in upper primary, pupils attend regularly. But they do a lot of manual work both at home and school, which interferes with their lessons. The teacher-pupil ratio is 1:40 and there is a multi-class teaching. Whereas the attendance is good, the school timetable is not adhered to. The school has textbooks, but they are hardly used. Teachers prepare their lessons and their most common teaching methods are lecturing and question-and-answer. Pupils' work is regularly assessed and records of marks are kept. PLE results have been moderately good.

## **SCHOOL 08:**

### **General Background**

The school is near a local town, 60 km from Kampala. It was founded in 1935 by a Muslim community as a subgrade school and has been transformed by UMEA into a big primary school. One of its teachers is on a TDMS course.

### **Supporting Inputs**

The PTA and SMC have confidence in the new head teacher and they have plans to rehabilitate the school buildings and the water system which is not working. The teachers are not well informed about the reform policies of the MOES, although the Inspectors supervise them regularly. The school has also received some textbooks and teachers' guides from MOES.



### **Teacher Work Environment**

All teachers are Grade III, except one who is on training. They have a range of 5 to 10 years of teaching experience but the head teacher has taught for 22 years. He is trying to promote academic standards of the school and discipline. Teachers participate in decision making through staff meetings and interact with parents on annual speech days. The school also provides them with free lunch and pays their electricity bills. But they are dissatisfied with the poor conditions of their houses. Most children come from nearby and a few are boarders. They are generally smartly dressed, but some look malnourished. Because of the pupils' Koran school background, the teachers feel they have little knowledge of secular education and are difficult to teach.

### **Instructional Practice**

The pupils' attendance is good, but sometimes it is interrupted when they are sent home for school fees. In lower primary, the classroom environment is not conducive to learning because of dusty floors on which pupils sit as there is no furniture. Teachers attend regularly and start lessons on time at the beginning of the school day but do not generally change lessons when they are supposed to. They have schemes of work which are usually checked. Their common methods of instruction are lecturing and question-and-answer. But in lower primary, teaching aids are commonly used. Exercises are usually given, marked and occasionally remedial classes are organized. Repetition is common but 70% of P7 leavers continue to secondary schools regardless of PLE grade.

### **SCHOOL 09:**

#### **General Background**

The school is located in a slum area of a local town, 48 km from Kampala. It was founded 40 years ago by the Asian Community. It has a small compound and filthy environment.

#### **Supporting Inputs**

The PTA supports the school through building classrooms and latrines, renting staff accommodation and paying incentives to teachers. The MOES, through the DEO posts teachers to the school and supervises them monthly; but the 50% government contribution was last received in 1994 and was used to buy textbooks. Using aid from SUPER, the MOES has supplied the school with textbooks and teachers' guidelines. Unfortunately, the books are not being used by pupils. Although the classrooms are made of permanent

materials, most of them have no window shutters. The floors are dusty and need repair. The school latrines and the water source are shared with the community.

### **Teacher Work Environment**

The school has 26 teachers, one graduate, 18 Grade III, three Grade II and four untrained. The head teacher has taught for 26 years. Teachers are dissatisfied with the Head teacher whom they feel is arrogant, unconcerned about their feelings, and lacks transparency. Although the teacher-pupil ratio is 1:40, teachers complain of heavy work load due to large enrolment and multi-class teaching. Most of the children come from nearby and the school provides porridge for lunch, but some children go home for lunch.

### **Instructional Practice**

The pupils' attendance is generally good, but it is sometimes interrupted when they are sent home for school fees. The classroom conditions are not conducive to learning, for the floors are dusty and the furniture is inadequate. Teachers start their lessons on time at the beginning of the school day, but they do not prepare schemes of work and lesson plans, and some do not change lessons when they are supposed to. Their common methods of instructions are lecturing and question-and-answer. They give weekly and monthly tests. The school's performance at PLE is good, but there is high repetition in P6.

## **SCHOOL 10:**

### **General Background**

It was started as a Koran school in 1956 and taken over by government in 1988. The school is 40 km from Kampala and is a TDMS outreach centre. The MOES (using aid from SUPER), UWESO, and Plan International have provided it with some textbooks and UMSC donated some Korans.

### **Supporting Inputs**

The DEO posts teachers to the school and the District Inspector of Schools carries out monthly supervision. Although religious differences tend to weaken the PTA, the association has been able to pay some money to teachers as incentives. Plan International started a poultry project in the school, and the Uganda National Farmers Association and Burial Group have donated some iron sheets. The school buildings are permanent, but some are uncompleted, have no doors and window shutters. The classrooms lack adequate furniture and have dusty, uncemented floors which harbour jiggers. The staffroom is sandwiched between a mosque and

latrines. The latrines have no doors. Also, the school has no library, store and play field.

### **Teacher Work Environment**

There are 14 Grade III teachers and two untrained Koran teachers. The head teacher is a Grade III who has taught for 16 years and is on an upgrading course. Teachers work under stress due to multi-class teaching and under fear of the head teacher whom they describe as a dictator. As a result, they lack motivation. Children are given some porridge without sugar for lunch. They look shabby and most have no uniforms.

### **Instructional Practice**

Although the classrooms are not conducive to learning, pupils attend school regularly. In total, there are 618 pupils, 299 of whom are girls. The school has textbooks, but are not used. Teachers do not plan and prepare their lessons well; the content delivered is inadequate. The common methods of instruction are question-and-answer and lecturing. Pupils are given monthly tests which are marked and records kept. The school's performance at PLE has been good for the last four years.

## **SCHOOL 11:**

### **General Background**

This is a rural school, 8 km from the nearest township. It was founded on 20 hectares of land in 1950 by a teacher, supported by the parents and community. It collapsed completely in the 1970s. It was rehabilitated by the Church of Uganda in 1990 and later taken over by the government. It has relationships with the MOES programmes, such as TDMS which uses it as a core centre. The MOES, assisted by SUPER and IDA, has supplied it with some textbooks.

### **Supporting Inputs**

With the assistance of the Local Council III of the area, the parents and community have been building some classrooms. The District Education Office supplies chalk, manila cards, receipt books, registers, and books for accounting. The MOES posts teachers to the school, pays their salaries but rarely supervises them. There are only four classrooms but two other classrooms are being built. The head teacher's house is also his office. The school lacks basic facilities and instructional materials.

### **Teacher Work Environment**

The school has six teachers, one is female and five are male. Five are Grade III and one is away on a course. The head teacher is a 36 year old teacher with 12 years of teaching experience. He has been in the school for only 3 years but claims that he has done a lot to improve it. Nevertheless, the teachers feel that he decides on many things alone and is sometimes not in the school. Although the teacher-pupil ratio is 1:30, only four teachers actually teach. Therefore, they feel that they are over-worked especially as they live far from the school. However, they are committed and often participate in co-curricular activities. Children sometimes take porridge at school. They are generally not clean as some had jiggers, lice and dirty uniforms.

### **Instructional Practice**

The pupils attendance is regular. However, the classroom environment is not conducive to learning. The school has no clock and the timetable is not properly followed. Teachers prepare schemes of work and lessons plans, but they do not use them. The common teaching methods are lecturing and question-and-answer. Pupils are regularly given assignments, tests and examinations which are marked.

### **SCHOOL 12:**

#### **General Background**

The school is about 53 km from Kampala. It was founded in 1965 by the Orthodox Church and is a coordinating centre for TDMS. The MOES (with aid from SUPER), has supplied some textbooks.

#### **Supporting Inputs**

Both PTA and SMC have contributed to constructing buildings for the school. PTA has bought some textbooks for the school and it has also employed two extra teachers. The MOES through the DEO supplied the school with some instructional materials and has also donated some iron sheets. In total, there are four buildings in the school; two classroom blocks, a residence for the priest, and a block consisting of an office, store/staff room and two residences. There is no water source near the school.

### **Teacher Work Environment**

The school has eight teachers; five Grade III and two licensed teachers, with a teacher- pupil ratio of 1:30. The head teacher, a final year BED student, is quite concerned about the development of the school. The

teachers sometimes attend refresher courses organized by schools around to update themselves, and are generally committed to their work. But two of them have been in the school for six months and are not yet on the payroll. As for the children, most of them come from a radius of 2 km, but they complain of having many domestic chores. They do not have lunch at school and some of them are dirty and have lice.

### **Instructional Practice**

The pupils' daily attendance is fair. Teachers plan and prepare their lessons which are supervised weekly by the head teacher. But their most common method of teaching is question-and-answer and rarely use textbooks and teaching aids. However, they regularly assess pupils. In general, the school performance is poor.

### **SCHOOL 13:**

#### **General Background**

It was founded in 1914 by the Mill Hill Missionaries and is a core centre for NITEP. The school receives assistance from various sources. The MOES, with IDA assistance, has supplied it with science equipment and textbooks. The Ministry of Local Government has given it cement and iron bars. TERUDO has donated textbooks and organized refresher courses for the teachers. The school is also assisted by the PTA.

#### **Supporting Inputs**

The SMC and PTA built teachers' houses, top up teachers' salaries and buy instructional materials including textbooks. The school receives the 50% contribution and uses it for buying textbooks and repairing buildings, but it considers the contribution inadequate. The DEO posts teachers to the school. The classrooms blocks are run-down, insecure and lack furniture. The latrines are inadequate and filthy.

#### **Teacher Work Environment**

There are 16 teachers (two Grade V, 13 Grade III, and one Grade II) most of whom have taught for at least three years. The head teacher, an elderly and experienced Grade III teacher, knows his school well and has good working relationship with his teachers and community. The teachers participate in decision making but are not happy with the staff ceiling and conditions of service (workload, salary, sick, maternity and annual leave). Despite these and the abolition of PTA, the teachers are still determined to maintain the good standard of the school. Most children come from far, get no lunch at school, and some look malnourished.

They have many chores both at home and at school.

### **Instructional Practice**

There are 736 pupils in the school and the teacher-pupil ratio is 1:53. Most of the pupils, attend regularly, come on time and are keen to learn. The teachers are punctual and strictly follow their schedules for upper primary where they give tests and mark them while at lower primary they do not. The school's performance at PLE has been good.

### **SCHOOL 14:**

#### **General Background**

It is 2 km from a local town and was founded by the Native Anglican Church in 1918. Most of its infrastructure was destroyed during the insurgency that ended in 1993. Since then, the school has received assistance from a number of projects. It is a NITEP study centre, a model school for PAPSCA, and a centre for environmental activities for Wildlife Clubs of Uganda and SOCADIDO; the MOES, aided by SUPER, has provided it with some textbooks. The MOES's SHEP has also provided some textbooks.

#### **Supporting Inputs**

The PTA and SMC are not effective. Parents hardly cooperate in paying fees, disciplining children, and providing school requirements to their children. The PTA money is very little because the community around is poor. The DEO posts teachers to the school, but the inspectors do not supervise them. Through the DEO, the school receives the 50% government contribution. The DEO also assists them with printing examinations.

#### **Teacher Work Environment**

There are 18 teachers; two are Grade V, 14 are Grade III and two are on the NITEP programme. Of the 18 teachers, 11 are women, eight of whom are mothers who come to school with their babies. The head teacher is a Grade V teacher who has headed the school for only two years. He involves his staff in decision making. The teachers' morale is low because salaries delay and are inadequate. Many of them come to school late and some evade teaching. The children are demoralised by conditions at home and school and their learning readiness is low. They walk long distances, get no lunch, and do much manual work both at home and school

## **Instructional Practice**

The teacher-pupil ratio is 1:40, but pupils do not attend regularly; About 50% come late and many play truant. Their dropout rate is also high. The school has a timetable, which is hardly followed. The teachers generally do not plan their lessons and commonly use the question-and-answer method. They know their subject-content, but they do not relate it to real life situations. There is a record of assignments but the school's performance is poor.

## **SCHOOL 15:**

### **General Background**

This is a rural school located along a tarmac road, about 330 km from Kampala. It was founded in 1940 on 20 hectares of land near a trading centre. With the support of the Church of Uganda in 1984, the parents developed it into a P7 school. It has relationships with VISION TERUDO, which is paying fees for some orphans and has built seven classrooms and an administration block. NITEP is training some of its teachers, and the MOES, assisted by IDA and SUPER, has supplied textbooks and science kits.

### **Supporting Inputs**

The parents and community, through SMC and PTA, support the school. They collect stones, sand and water and provide labour for the construction of buildings, but owing to their poverty, they find it difficult to pay PTA funds and school fees. Some businessmen often lend the school money. The DEO posts teachers to the school and gives policy directions for its running, while inspectors and the head teacher supervise the teachers. The DEO provides the 50% government contribution, which the school uses to buy instructional materials including textbooks. The classrooms are not enough and furniture is lacking except for P6 and P7. There is a staff room which also serves as books store. The playgrounds and the latrine posts are separate for boys and girls. The latrine posts in use are in-adequate; some more are being constructed. Water is available from a borehole at the school.

### **Teacher Work Environment**

There are 17 teachers for 588 pupils. Eleven of the teachers are male. Two teachers are Grade V, ten are Grade III, four are enrolled in a NITEP course, and one is a licensed female teacher. The head teacher is an experienced Grade V teacher who has headed the school for only 6 months. Before he came, the school had virtually had no head teacher for a year (1995). He is trying hard to encourage teachers to be devoted, but

several things demoralise them: delay and inadequacy of salaries, unpaid arrears, the DEO's attitude towards them, and poor parent support. Nevertheless, they are trying to work. Except for P7 in term three, children get no lunch at school but they look healthy and ready to learn.

### **Instructional Practice**

Most of the pupils attend school daily but some are kept at home to do domestic work and fishing. Pupils are often beaten at school and they are forced to do manual work. Teachers plan and prepare their lessons which start on time and they follow the timetable. They also assess their pupils regularly and organise extra lessons for upper primary. About 30% of P7 leavers go to secondary school.

### **SCHOOL 16:**

#### **General Background**

The school is on 16 hectares of land and adjacent to a railway station. It was established in 1924 by Anglican Christian Missionaries. Insurgency in the area affected its activities up to 1993. Since then the school has been benefitting from several programmes: NURP is constructing some classrooms; the MOES (aided by SUPER) is supplying text books; NITEP is training some teachers; TASO and UWESO are paying fees for some orphans.

#### **Supporting Inputs**

SMC and PTA exist but find it difficult to mobilise enough support for the school because the parents and community are uncooperative. Teachers posted to the school are not inspected by the inspectors. They are also not aware of the reform policies. Because of all these problems, the teachers (including the head teacher) are unable to do their job well. The MOES makes the 50% contribution which the school normally uses to buy instructional materials (chalk, textbooks, etc). But this contribution is inadequate and irregular. The school does not have enough classrooms, teachers houses and furniture. There is a borehole in the school. Only three latrine posts are available for over 800 pupils.

#### **Teacher Work Environment**

The school has suffered from frequent changing of the staff, including the head teacher. It employs 21 qualified teachers. Four teachers are enrolled in a NITEP course. Occasionally, the school gets student teachers from PTCs around. Two of the qualified teachers are Grade V and 19 are Grade III. Ten are female.



The head teacher is an experienced Grade V teacher who is generally liked by the teachers. Although the teacher-pupil ratio is 1:34 on average, lower classes have large numbers. Over 30% of the teachers miss school daily. The school finds it difficult to reassign teachers to classes without teachers. Owing to computer problems two teachers, one of whom teaches English in P6 and P7 have not been paid for two years. Generally, teachers are bitter because the salaries are inadequate and irregular. Children get no lunch at school, walk long distance to school and do many chores at home. Nevertheless, they look healthy and eager to learn.

#### **Instructional Practice**

Over 20% of the 844 pupils miss school daily. Several teachers also miss school. Supervision of teaching is poor. The few textbooks available are not used and the quantity and delivery of instruction are questionable. PLE results have been poor for several years. Pupils general knowledge is also poor.

#### **SCHOOL 17:**

##### **General Background**

The school is 5 km from a local town and was founded in 1940 by Anglican Church. It has no connection with TDMS, but the MOES, assisted by IDA and SUPER, has supplied it with some textbooks.

##### **Supporting Inputs**

Through PTA, the parents and community have supported the school by building classrooms and buying furniture. PTA also used to help by topping up teachers salaries. The MOES gives policy guidelines on teachers' conditions of service but its reform policies are not known by the teachers. The school has two offices and a bookstore. But some of its classrooms are incomplete, dusty and harbour jiggers. In general, the school buildings lack furniture and maintenance. The latrines posts are also in a poor state. The girls' have collapsed and the boys' are about to do so. The school has a water source and separate play grounds for boys and girls.

##### **Teacher Work Environment**

The school has 25 generally experienced teachers. Two are Grade V and 23 Grade III. The head teacher is a Grade V teacher with a teaching experience of 18 years. Teachers feel that he is not mindful of their problems such as accommodation and rent. They are therefore not motivated. Children generally come from

far, do heavy work at home and are overburdened by extra lessons at school.

### **Instructional Practice**

Pupils attend regularly and punctually. Teachers have schemes of work which are usually checked by the head teacher. They attend regularly, start lessons on time at the beginning of the school day, but do not use teaching aids or change lessons when they are supposed to. But the school performance is good.

### **SCHOOL 18:**

#### **General background**

The school is located within the Town Centre, and was founded by Asians in 1942. Besides its regular educational programmes, it offers a Special Education programme for the deaf. The school is not in the TDMS programme, but the MOES, with the assistance of SUPER and IDA, has provided it with some textbooks.

#### **Supporting Inputs**

Through the PTA, parents and the community have been involved in constructing buildings and running the school. However their support is declining because they fear the Asian may repossess it. The MOES, through the DEO, posts teachers to the school and supervises them, but instructional materials are inadequate. The school generally lacks maintenance and proper rubbish disposal facilities. Water supply is also inadequate and irregular. There are only six separate latrine posts for 1545 pupils and none for the teachers.

#### **Teacher Work Environment**

The school has 33 teachers. Five Grade V, 17 Grade III, and one licensed. The head teacher is an experienced teacher who is new in the school. He is aware of the reform programmes and calls meetings regularly, but is often away from the school. Although the official teacher-pupil ratio is 1:47, seven teachers are away on courses, thus the rest feel they are overworked. Further, the teachers complain of being accommodated in run-down school houses, some of which have no toilets. Most pupils come from near, and generally get lunch from school, but some look malnourished. They complain of much manual work at home and seemed not ready to learn.

### **Instructional Practice**

Pupils, especially girls, do not attend regularly and the drop-out rate is high.

Although teachers attend regularly, they come late and sometimes miss classes. The school has no general timetable. Teachers have schemes of work, lesson plans and commonly use question-and-answer method. They also give assignments, but there is not much evidence of their being marked. The school's performance is not good.

## **SCHOOL 19:**

### **General Background**

It is a rural school, founded by the Anglican Church in 1945 and taken over by government in 1965. The school has no relationship with TDMS, but the MOES, aided by IDA, has supplied it with textbooks, science equipment and cupboard.

### **Supporting Inputs**

The parents and community are supportive to the school; they have constructed classrooms and latrines, the LC V chairman has also donated iron sheets and cement. Although the District Education Office provides chalk and balls for games, it does not supervise teachers regularly. The teachers are not aware of the MOES reform policies. The school has an office, a store/staff room and a separate play grounds for girls and boys. But it does not have a library and water source nearby. There are seven latrine posts without shutters, in an enclosure, shared by girls and boys. As a result, older girls only use them when other pupils are in class.

### **Teacher Work Environment**

The majority of teachers are Grade III with an average teaching experience of 5 years. The head teacher is an experienced Grade V teacher and has a good working relationship with the teachers and community. Most children come from nearby and get lunch at school. They look cheerful, healthy and ready to learn.

### **Instructional Practice**

Teachers start lessons on time at the beginning of the school day; but do not change lessons as required by the timetable.

## **SCHOOL 20:**

### **General Background**

The school is a rural one located near a dispensary and a trading centre about 100 km from Kampala. It was founded in the 1940's by the Catholic Church, but it is now a government aided school. The MOES, under the third IDA Project, supplied the school with textbooks, teachers guides, science kits and two cupboards.

### **Supporting Inputs**

PTA built two classrooms in 1990, and has been supplying the school with some maize for the pupils' lunch until June 1996 when the PTA funding was abolished. Government has not sent capital development money to the school for a long time. Teachers are not aware of the MOES reform policy guidelines. The classrooms are dusty, inadequate and have little furniture. There are six shared latrine posts without shutters and roofs, a sports field which is not used, and a borehole.

### **Teacher Work Environment**

The school has 19 teachers, 17 Grade III, one licensed female teacher, and one Grade V teacher. The Grade V teacher is the head teacher and is pursuing an external degree. He has very poor relations with his staff and parents although he has been in the school for only a year. As a result, teachers are leaving the school for other schools. They are also demoralised by the heavy work load. Most of the children come from far, get no lunch at school, are required to make bricks and are often beaten by teachers, but they seem ready to learn.

### **Instructional Practice**

The pupils attendance is irregular and their drop-out rate, especially for girls, is high. The pupils in upper primary mostly use their mother tongue. The teachers attendance is also irregular and they do not follow the timetable. Their schemes of work and lesson plans are sketchy and they commonly use lecturing and question-and-answer methods. They have no records of marks as evidence of assessment. The school's performance at PLE is poor.

## **SCHOOL 21:**

### **General Background**

This is a Grade I school on 25 hectares of land located near a developing town and a hospital. It was founded by parents supported by the Catholic Mission. Government took it over in 1977. It has relationships with several projects: it is a study centre for NITEP; TDMS offers refresher courses for the teachers; PAPSCA is constructing buildings and furnishing them; and the MOES (aided by SUPER) is supplying some text books.

### **Supporting Inputs**

Through the PTA, the parents and community have built classrooms and teachers' houses. The MOES gives policy guidelines to the school through the DEO and has supplied it with some textbooks through assistance by SUPER. But the school still needs more instructional materials. It has 16 classrooms without shutters and/or adequate furniture, two offices, two stores, and seven temporary houses for teachers. Three other classrooms are under construction, and there are separate playing grounds for boys and girls, and separate latrine posts. But the water supply from the borehole is not enough.

### **Teacher Work Environment**

The school has 19 teachers: two are Grade V, 14 are Grade III and three are enrolled in a NITEP course. The head teacher is an experienced Grade V teacher whose work does not seem to be appreciated by the community, especially the church leadership. A number of teachers are away on upgrading courses in NTCs. Consequently, the teachers present are overworked, as the effective teacher-pupil ratio rises to 1:80. The teachers are overloaded and demoralised. Consequently, they come to school late and are irregular. Many children come to school from far, and have no lunch, and some look malnourished. Nonetheless, they are ready to learn.

### **Instructional Practice**

Pupils attend school regularly, but extra-curricular activities often interrupt their lessons; the timetable is not strictly adhered to. Teachers practice multi-class teaching, but they do not teach in the afternoon. The common teaching methods used are question-and-answer, group work, assignments and lecture. Teachers give exercises but pupils complain that their work is not marked. About 10% of the P7 leavers continue to secondary schools.

## **SCHOOL 22:**

### **General Background**

This is an urban school founded by the Anglican Church in 1957. The school was affected by the insurgency in the North, and NURP and PAPSCA are helping to rehabilitate it by constructing some buildings. The MOES, with the aid of SUPER and also through NURP, has provided it with some textbooks and cupboards. The school is in the TDMS programme.

### **Supporting Inputs**

PTA support is little because the parents expect the government to run the school. Yet even the 50% government contribution is irregular, and inspectors rarely supervise the school. Most of the classrooms have no furniture and pupils have to improvise. The water supply is poor. There are enough latrine posts, separate for boys and girls, albeit poorly maintained.

### **Teacher Work Environment**

The school has 19 teachers; 1 graduate who is the head teacher, 1 Grade V, 14 Grade III and 3 Grade II. Four of the teachers are away doing upgrading courses. The teacher-pupil ratio is 1:48, but in lower classes, teachers handle many more pupils. Because of the irregularity of staff meetings and assembly, there is a communication problem between the head teacher and teachers. In general, the teachers are lacking motivation and commitment. But the pupils seem to be ready to learn and look reasonably healthy.

### **Instructional Practice**

Between 70% and 80% of the pupils attend school daily, with most of the absentees being girls. Although the teachers are lacking motivation, they prepare their lessons, most of which start on time. Their common teaching methods are question-and-answer, and lecturing. But textbooks are also being used. There is a monthly pupils' progress chart for every class, which is indicative of regular assessment of the pupils. But there is no evidence of teacher supervision.

## **SCHOOL 23:**

### **General Background**

The school is about 27 km from town and about 380 km from Kampala. Founded in 1927 by the CMS, it was taken over by government in 1932. It is partly a mixed day, for girls and boarding for boys and is under TDMS. The MOES, assisted by SUPER and the IDA, has supplied some textbooks.

### **Supporting Inputs**

Both PTA and SMC are active. The parents and community are building a new block of two classrooms and an office. Teachers are posted by the DEO who also provides them with textbooks and pens normally bought from 50% government contribution. There are five blocks of buildings, one of which is a dormitory and the rest are classrooms which have no desks. Consequently pupils bring their own seats. The school has 13 latrine posts with doors, seven of which are for girls. There is a borehole which the school shares with the community. Textbooks and teachers guides are few, are locked up in the staff-room and are not used.

### **Teacher Work Environment**

The head teacher is an elderly, and experienced Grade III teacher who is generally liked by the community. He is considered an opinion leader. The school has an enrolment of 599 pupils and all the classrooms are crowded. The teachers have scheduled duties and are expected to guide and counsel the pupils. However, they complain of little PTA incentives and a general lack of working materials.

### **Instructional Practice**

Girls of upper classes commonly absent themselves. At home, they are expected to do various chores(digging, looking after goats and taking care of siblings). The school provides lunch only for a few who pay for it. Pupils have to walk long distances to school daily, but they look healthy, clean and eager to learn. Much as the timetable is fairly followed, the teachers rarely give and mark homework due to large numbers of pupils. Pupils also lack working materials (exercise books, pens, pencils, maths sets). PLE performance has generally been poor and the level of repetition in P3, P6 and P7 is high.

## **SCHOOL 24:**

### **General Background**

It is a rural school founded by parents in 1959 and taken over by Government in 1965. The school participates in MOES programmes. TDMS and AUTEF are training some of its teachers.

### **Supporting Inputs**

The parents and community support building construction through collecting stones, sand, etc., and making bricks. The DEO's office posts teachers and regularly supervises them. The head teacher also checks their lesson plans. Teachers on upgrading in NTCs are supported by MOES and AUTEF. The 50% Government contribution assist the school to develop further. ADRA has constructed eight classrooms, four staff houses, stores, an office and a V.I.P. latrine for teachers. MOES and AUTEF have supplied some textbooks with teachers guides in all subjects. The school also has a water source.

### **Teacher Work Environment**

The teacher-pupil ratio is 1:45. The teachers are knowledgeable, well motivated and committed.

The head teacher is an active Grade III teacher who administers well and has good working relationship with the staff. The working conditions are conducive to effective teaching. The pupils look healthy, are often punctual and look ready to learn. Owing to lack of fees, 40% are at home, and the majority of those are girls.

### **Instructional Practice**

The classrooms are overcrowded. Textbooks are few and there are no teaching aids. The school timetable is followed and lessons start on time. Some teachers prepare their lessons and mark pupils' work, while others do not. Pupils attend school regularly. Nevertheless, the drop-out rate is high especially of girls. About 20% of the P7 leavers continue to secondary school yearly.

## **SCHOOL 25:**

### **General Background**

This is an urban school founded in 1950 by an Asian. It is a centre for TDMS.



### **Supporting Inputs**

The school is supported by the PTA, SMC and the community. The MOES also contributes its share of 50% and, with the assistance of SUPER, supplies it with textbooks and science equipment. But the school does not have enough classrooms.

### **Teacher Work Environment**

With an enrolment of 1719 pupils, all classes are overcrowded. There are 42 teachers, and the teachers-pupil ratio is thus 1:41. The head teacher is 41 years old, has a Grade V certificate and teaching experience of 17 years. He holds regular staff meetings, and co-operates with the PTA and SMC. Most of the teachers have taught for more than 10 years. They are given a monthly PTA allowance and are motivated. Most of the children look well fed, healthy and ready to learn.

### **Instructional Practice**

The pupils' daily attendance, especially in upper classes, is good, but the girls drop-out rate is high. Pupils are overcrowded in classes and they do not have enough textbooks. Some teachers prepare schemes of work, lesson plan and teaching aids. The commonly used teaching methods are question-and-answer and lecturing. The school's performance at PLE is good.

### **SCHOOL 26:**

#### **General Background**

Located about 1 km from the town centre, the school was founded in 1971 by the Municipal Council to cater for children from nearby factories. It is in the TDMS programme.

#### **Supporting Inputs**

Generally, parent involvement is very little as many of them think that the SMC should run the school. This year a politician built one classroom during the parliamentary election campaign. The MOES very regularly sends the 50% Government contribution. A few textbooks were delivered by MOES, using SUPER assistance, but the books are mostly locked up in a cupboard. The school buildings are in very poor conditions, with some already collapsing. There are no storage facilities other than book cabinets. The teachers share eight chairs, and there are only seven latrine posts with doors, of which three are for girls. The

school has no water source.

#### **Teacher work Environment,**

There are 18 teachers, 15 Grade III, two Grade V and one licensed female teacher. Most of them have at least 10 years of teaching experience. The head teacher is a 30 year old lady and holds a Grade V teacher's certificate. She has a good working relationship with the community, but not with her staff. She has no confidence in most of them because they are not competent. The teachers are paid poorly and irregularly. They are not housed by the school and get no housing allowance. Most of them are therefore not motivated. Most of the children from the catchment are in the school, but few are ready for learning. They are overworked at home, get no lunch at school and look malnourished and sickly.

#### **Instructional Practice,**

The pupils' attendance is good, but drastically falls when they are sent home for fees. The teachers come on time, prepare their lessons, but waste time at the beginning of lessons, and sometimes miss them. They use a variety of teaching methods, do multi-class teaching, but do not use textbooks. There is some evidence of pupils' assessment and feedback. The school's performance at PLE has been poor for many years.

### **SCHOOL 27:**

#### **General Background**

The school is 8 km away from town and was founded by the Verona Sisters in 1946. It has boarding facility for girls only and SPED section for blind pupils. The school is on the TDMS programme.

#### **Supporting Input**

It receives a small PTA contribution from parents and uses it for general repairs. The PTA executive is, however, inactive and does not mobilise the parents. But the MOES supplies it with scholastic materials. In general, the school buildings are lacking maintenance and some are poorly ventilated. It has a borehole, inadequate desks, and no play field for boys. There are seven latrine posts shared by both boys and girls.

#### **Teacher Work Environment**

The school has 19 trained teachers, 13 of whom are women. Two of the teachers including the head teacher

are Grade V. The head teacher checks the work of her teachers regularly and enforces strict discipline. She also motivates her teachers by giving them beans and posho (maize meal) at the end of every term; and passes on to them information from the DEO's office. Being in a boarding school, the children get lunch at school, look healthy and are eager to learn.

### **Instructional Practice**

The pupils' daily attendance is good. The teacher-pupil ratio is 1:36. The teachers are punctual, prepare their lessons, use teaching aids and a variety of teaching methods. Repetition and drop-out rates are low and the school's performance at PLE has been improving for the last two years.

### **SCHOOL 28:**

#### **General Background**

Located at a Catholic Mission, 8 km from town, the school was founded by the Verona Missionaries in 1943. It has two classroom blocks, both of which were built by the Missionaries. The school is in the TDMS programmes, and the MOES (aided by SUPER) has provided it with some textbooks.

#### **Supporting Inputs**

Although parents and the community were involved in building a classroom, they now have a negative attitude to the school. They are disillusioned with it because of the head teacher's bad leadership and its poor performance at PLE. The MOES posts teachers to the school, but gives it little material support. The classrooms are inadequate, dirty, and poorly furnished. There is no water source at the school, and the latrine posts are few and shared by both boys and girls.

#### **Teacher work Environment**

There are 14 teachers: 8 are Grade V, and 6 are Grade III and are away on an upgrading programme. The head teacher, a 60 year old lady, is also upgrading to Grade V, but she has not handed over the office. She has led the school for two years, with poor working relationship with the teachers and parents. As a result, teachers feel frustrated and lack motivation and commitment. But the pupils look healthy and ready to learn.

### **Instructional Practice**

The pupil's daily attendance is good, but many teachers come late and leave early. Generally, the teachers prepare their lessons and mark the pupil's work, even though the teacher-pupil ratio is high (1:50). There are no textbooks for the upper classes, though there are some for the lower ones. The school's performance at PLE is poor.

### **SCHOOL 29:**

#### **General Background**

It is an urban school founded by the Roman Catholic Church in 1956. The school is not under the TDMS programme. It has received a donation of textbooks from UWESO.

#### **Supporting Inputs**

Both PTA and SMC are strong and used to pay their teachers well before the abolition of PTA funding. The MOES continues to pay teachers salary while inspectors and the head teacher regularly supervise them. The school has four blocks of permanent buildings with 21 classrooms which are in good condition and have enough furniture, and lockable doors and windows. It has also a typewriter, a duplicating machine, and adequate textbooks, and teachers' guides. There are nine latrine posts; five for girls and four for boys. Within the compound, there is a tap of running water.

#### **Teacher Work Environment**

The school has 27 teachers for 1042 pupils giving a teacher-pupil ration of 1:39. Most of the teachers are Grade III with an average experience of seven years. Some of them are attending DEP course. The head teacher is a female Grade III teacher who has headed the school for eight years and has good working relationship with most of her colleagues. Most of her teachers are committed and are always punctual at school, but they are upset by the abolition of PTA funding. Most of the children join the school after Nursery, and they look healthy.

#### **Instructional Practice**

The pupils attend school regularly and come with notebooks and pens. The teachers are punctual, follow the timetables and generally prepare schemes of work and lesson plans. They use textbooks and teaching

aids. Their common methods of teaching are question-and-answer, lecturing and demonstration. Assessment is regularly done and feedback given. The performance of the school in recent years has been very good.

#### **SCHOOL 30:**

##### **General Background**

It is an urban school, about 400 km from Kampala. It was founded by the Church of Uganda in 1989 and it is not in the TDMS programme.

##### **Supporting Inputs**

Both the PTA and SMC are active. Before the abolition of PTA funding, the PTA had been paying for teachers' lunch, rent and transport. The SMC chairman is also the Chaplain of the school. The DEO posts teachers to the school and inspectors supervise them regularly. But the school does not receive the 50% Government contribution. The school has a poorly maintained play field, two blocks of classrooms which have: uncemented floors; unplastered walls; and no window and door shutters. It also has inadequate textbooks, teachers' guides and furniture. There are six latrine posts without doors shared by both boys and girls. The school has no source of drinking water nearby.

##### **Teacher Work Environment**

The school has 13 teachers, all of whom are Grade III. All of them, including the head teacher are inexperienced. The head teacher has taught for six years and is attending a DEP course. He has a good working relationship with the teachers and the community. But teachers are disappointed by the abolition of PTA. Children come from nearby, get no lunch at school and complain of too much chores at home.

##### **Instructional Practice**

The children attendance is generally poor and teacher-pupil ratio is 1:28, but the lower classes are overcrowded. Although the teachers are punctual, they neither follow the timetable and attend to their classes regularly nor use teaching aids or relate their teaching to real life situations. Their understanding of the subject content is shallow. Homework is rarely given and the school performance is generally poor

#### **SCHOOL 31:**

### **General Background**

This is a rural school located on a hill in a densely populated area surrounded by Mountain ranges. It was founded by the Anglican Church in 1952. The school is named after a sub-county chief who gave it the land. The school is not in the TDMS programme, but has received textbooks for P5 to P7 from the SUPER assistance to the MOES.

### **Supporting Inputs**

The school relies much on PTA funds for instructional materials and other expenses, but it also receives the 50% government contribution. The school has permanent and well maintained buildings.

### **Teacher Work Environment**

The teacher-pupil ratio is 1:50. The teachers are qualified and experienced , but they have no say in the management of the school and their relationship with school management (SMC, PTA and the head teacher) is strained. They have also been demoralised by the abolition of the PTA. The head teacher is Grade V and has been heading the school for three years.

### **Instructional Practice**

The pupils' daily attendance is good. There is a multi-class teaching and lessons start on time. But no lesson plans were seen. The most common teaching methods are question-and-answer, and lecturing. The school had textbooks, but they were not used in class. Pupils are regularly assessed and 95% of P7 leavers go to secondary schools regardless of PLE grade.

## **SCHOOL 32:**

### **General Background**

It is a rural school which is over 400 km from Kampala. It was founded by the Baptist Church in 1970. The school has no relationship with TDMS.

### **Supporting Inputs**

The community support for the school is little. But the MOES supplies it with some scholastic materials.

The DEO posts teachers to the school, but the inspectors do not supervise them. The school has an office, three permanent blocks of 14 classrooms with uncemented floors. It has also some textbooks and a few wall maps which are locked up in the store. The school also has a play field, and latrine posts without shutters. There is no drinking water within the compound.

#### **Teacher Work Environment**

Most of the teachers are trained, but with an average teaching experience of less than two years. The head teacher is a Grade V teacher in her early 30's. She is rarely at school and her teachers are generally not committed. The teachers teach at will, do not follow school schedules and go to class as a matter of routine. The children come from within a radius of 4 km and get no lunch at school, but do not look malnourished. Many of them have jiggers due to dusty classrooms.

#### **Instructional Practice**

The pupils' attendance is good and the teacher-pupil ratio is 1:50. Although most of the teachers report to school punctually, they never start lesson on time. They do not prepare lessons, do not have teaching notes and do not use textbooks and charts. Their common methods of teaching are question-and-answer and lecturing. There is some form of assessment and feedback done, but no record of work is kept. The school performance at PLE is poor.

#### **SCHOOL 33:**

#### **General Background**

The school is about 2 km from a local town and about 330 km from Kampala. It was founded by the Roman Catholic Church and is partly boarding. The MOES has supplied some books, using SUPER and IDA assistance. The WFP has provided some food stuffs. It has also a connection with BEND.

#### **Supporting Inputs**

Government support is very strong especially towards the boarding section. It has built a dormitory, classrooms and latrines. The SMC is also very active. The school has textbooks, a typewriter and a duplicating machine. It also has five dormitories, eight staff houses and eight latrine posts which have shutters and are shared by both boys and girls. There is a water source, a school garden and a boys' playground. But it does not have a staff room and adequate furniture.

### **Teacher Work Environment**

There are 13 teachers; four women and nine men, all of whom are Grade III. The head teacher is a young Grade V teacher with three years experience. Generally, he appears a weak administrator. At times he is not even aware of what is happening in the school. He rarely holds staff meetings and so he makes decisions unilaterally. The teachers are therefore not satisfied with his administration though they get lunch and tea at school. The few children in the boarding section are poorly accommodated, poorly fed, and many look sickly. But there is no trained nurse at the school. The day scholars come from near the school.

### **Instructional Practice**

The school opens at 7.30 am and most children are always punctual. There are 499 pupils and most appear eager to learn. The teacher-pupil ratio is 1:38 and the dropout is low. The teachers prepare their lessons and commonly use teaching aids. But they do not strictly follow the timetable and pupils also complain that they have not been given homework for a long time. The school performance at PLE is generally good.

### **SCHOOL 34:**

#### **General Background**

It is about 330 km from Kampala. It was founded by four prominent Moslems in the community in 1963, and taken over by Government in 1969. The is a centre for TDMS.

#### **Supporting Inputs**

The PTA has supported by topping up teachers' salaries and by employing a teacher for Arabic and Islam. The SMC chairman, also contributes much by paying building fees for all children, school fees for most orphans and lending the school money whenever salary delays. Apart from posting teachers the DEO's office hardly supports the school. Instead of helping the school, it is misusing its facilities. The DEO's personal timber is kept in the school store and the money raised by hiring the school hall is allegedly misappropriated by the Assistant DEO in-charge of the area. The school has two blocks of buildings with seven classrooms, most of which are in poor condition. There is also a typewriter and a duplicating machine. It does not have enough textbooks and furniture. The little furniture there is often removed from classrooms for functions in the school hall, much to the inconvenience of the pupils. The school has a play field for boys only, five latrine posts without doors, shared by all children, and does not have a source of drinking water nearby.



### **Teacher Work Environment**

There are 10 teachers, nine Grade III, and one Grade V, who often beats pupils. The Head teacher is a young Grade III who is new in the school, and is attending a DEP course. He cooperates with chairmen of PTA and SMC. The teachers are committed to raising the standard of the school, but are upset by the abolition of the PTA funding. Most of the children come from nearby, but the school neither allows them to go home for lunch nor provides them with it. The children in lower classes are overcrowded and many look dirty. Many of them complain of difficult living conditions at home but appeared eager to learn.

### **Instructional Practice**

The pupils' daily attendance, especially that of the older girls, is not good and the drop-out rate is high. Although teachers sometimes come late, they generally prepare schemes of work, lesson plans and know their subjects. They commonly use question-and-answer and lecturing methods. While the school has some textbooks, they are not used in the classrooms.. There is no record of pupils' assessment and the school performance at PLE is poor.

## **SCHOOL 35:**

### **General Background**

It is about 15 km from the town centre and about 320 km from Kampala. Founded by the Anglican Missionaries in 1934, it was taken over by government in 1952. The school is a TDMS coordinating centre.

### **Supporting Inputs**

The school receives substantial assistance from parents, the community and the church. Government has supported it by posting teachers, providing some few textbooks and granting the 50% contribution. The classrooms are incomplete and not enough. Textbooks, furniture, latrines, sports activities are also inadequate.

### **Teacher Work Environment**

The school has 19 teachers, most of whom are Grade III. But there are some Grade V teachers and four untrained teachers are attending TDMS in-service training programme. The head teacher is an experienced Grade V teacher who has a good working relationship with parents, the community, teachers and pupils.

Nevertheless, the teachers feel that they are overburdened with workload and school responsibilities. The school has four houses and also provides lunch for the teachers.

### **Instructional Practice**

The school enrolment is 801 and the teacher-pupil ratio is 1:43. Teachers feel that the pupils are many and they have little time to prepare lessons. They usually improvise teaching materials. Incomplete classrooms hamper smooth learning. Owing to large numbers especially in lower classes, marking exercise books and regular assessment is not done. Nevertheless, about 70% of the pupils at PLE join secondary schools.

### **SCHOOL 36:**

#### **General Background**

The school is built on two hectares of land on a hill in a remote area. It was founded by Anglican Missionaries *circa* 1940, and government took it over in 1952. Owing to poor standards and low enrolment, it was downgraded to P4 in 1991, but P7 was restored in January 1996. Insecurity in the past led to losses of books and equipment, but, the MOES, aided by IDA, has supplied some iron sheets and textbooks, and TDMS by training some teachers.

#### **Supporting Inputs**

The parents and community are the main source of support for the school. They have built classrooms, an office, a staff room and some staff houses. Both PTA and SMC are co-operating in buying some textbooks. The MOES supports the school by training and posting there teachers. The classrooms are enough but staff houses, furniture and latrines posts are not enough. There is a football field but the supply of clean water is not enough.

#### **Teacher Work Environment**

Most of the teachers in the school are women who are frequently absent because of maternity leave and other domestic problems. With the exception of the head teacher and two other teachers on TDMS training, many of them are untrained. The head teacher is a hard working army veteran who has a good working relationship with the staff and parents. He is pursuing a Grade V Diploma in Education. The school suffers from a shortage of teachers and a low enrolment of only 260 pupils. With the abolition of PTA funding, teachers are no longer getting supplementary salaries. As a result, many of them are demoralised. Resources

to run the school are severely lacking. Children constantly transfer to other schools because the school lacks physical facilities and instructional materials.

### **Instructional Practice**

The pupils' attendance is regular, but their drop-out rate, especially for girls, is high. Teachers never follow the timetable and school schedule. Some lessons are too long while others are too short. The school was only upgraded to P7 in January 1996 and there are no PLE results.